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ABSTRACT

A major aspect of therapeutic programs conducted for drug addicts involves residential centers where group dynamics and self-discipline form the central operating themes. This project was designed to implement and observe an educational program design for resident drug addicts in an attempt to reduce recidivism and to prepare them for productive living. The investigators conducted a planning study involving residents of a residential drug therapeutic community which was followed by a pilot project and a pilot program which is described in this report. A total of 260 residents were studied in the three phase project. Several conclusions and recommendations are presented. Among them are that the data indicated a much lower split rate among the educationally-involved residents. This led to the recommendation that drug agencies should consider training programs (academic and vocational) as staples in the therapeutic structure. There was little doubt that educational involvement exerts a holding power on residents. (Author/BW)

Research Coordinating Unit

SG CG

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PHASE III REPORT OF PILOT PROJECT

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AN EDUCATIONAL COMPONENT INCORPORATED INTO A RESIDENTIAL DRUG REHABILITATION PROGRAM

CG 007 628

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF OCCUPATIONAL EDUCATION RESEARCH / OFFICE OF VOCATIONAL REHABILITATION
ALBANY, NEW YORK 12224

JULY 1972

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PHASE III

REPORT OF PILOT PROJECT

AN EDUCATIONAL COMPONENT INCORPORATED INTO A RESIDENTIAL DRUG REHABILITATION PROGRAM

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and

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NASSAU COMMUNITY COLLEGE

Garden City, New York

In Cooperation With

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THE STATE EDUCATION DEPARTMENT
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INTRODUCTION

A. Purpose of the Study

The continued use of unauthorized drugs occupies the energy and time of countless public officials, civic groups, and concerned parents. Military services acknowledge the seriousness of the problem both at home and abroad. To read or hear about drug abuse and addiction in the nation's communications media has become a daily experience.

A major aspect of therapeutic programs conducted for drug addicts involves residential centers where group dynamics and self-discipline form the central operating themes. One of the ingredients missing in most therapeutic programs is a strong emphasis on education (academic and vocational) as preparation for the return to "straight" society. It was the investigators' purpose to implement and observe an educational program design for resident drug addicts in an attempt to reduce recidivism and to prepare them for productive living.

B. The Planning Study (Phase I)

In the spring of 1969, the investigators conducted a planning study involving residents of Topic House,[1] a residential drug therapeutic community sponsored by the Nassau County Drug Abuse and Addiction Commission. Its

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[1]Topic House - Treatment of People in Crisis

purpose was to determine the feasibility of involving the residents in a multifaceted educational program. The study, sponsored by the New York State Education Department's Bureau of Occupational Education Research, involved the joint efforts of the Commission and Nassau Community College. A complete report of the procedures and findings of the planning study can be found in the New York State Education Department, Bureau of Occupational Education Research, July 1969 publication: Study of Articulation Program Between Nassau Community College and Topic House.[2]

The educational program considered vocational, professional, and cultural aspirations as well as capabilities and achievements of the residents and contained plans for specific employment preparation. The program is outlined below in detail.

I. Continuation of present program.

II. Additional Educational program.

a. Inservice Training for Professionals involved in the educational program of ex-drug addicts. Nassau County Drug Abuse and Addiction Commission personnel, Nassau Community College faculty, and other local people.

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[2]Copy may be obtained by writing to the New York State Education Department, Room 468 EBA, Albany, New York 12224.

b. Seminar Program for Professional Personnel in colleges (2-year and 4-year), therapeutic drug programs and various drug commissions to establish interrelationships for coordinating educational programs, exchanging ideas, etc. Specific attention to the Nassau County Drug Abuse and Addiction Commission Educational Program. The Topic House study to be examined in detail.

c. Intensive examination of how community colleges might initiate a rolling admissions policy for various types of population; e.g., ex-drug addicts, in degree and nondegree programs.

d. Employer Awareness Program. A public relations program to acquaint prospective employers with the vocational potential of trained ex-drug addicts. The program would attempt to:

   1. Break down employer resistance to hiring ex-addicts.
   2. Gauge the possible job market for ex-addicts.
   3. Bring employers into the educational program as advisors and teachers.
   4. Encourage businessmen to contribute their resources to vocational and educational programs conducted for ex-addicts.

e. Therapeutic Community Management Program designed for those who are presently involved or want to work in drug therapeutic programs (residential and out-patient). Emphasis on improvement of personal characteristics, effective business practices, and public relations.

The program also involved the development of appropriate promotional materials, effective advertising campaigns, and liaison with key segments of the business community.

C. The Pilot Project (Phase II)

The planning study recommendations were implemented in the fall of 1969. A key element in launching the program was the agreement by the Office of Vocational Rehabilitation to assume sponsorship of the residents as clients. This arrangement, removing the financial pressure of tuition and book costs, and providing professional counseling made it possible for many residents to participate in the program who would otherwise have found it impossible to do so. Several people in the Commission's out-patient groups were also enrolled.

The educational program involved training at Nassau Community College, another 2-year institution on Long Island, two 4-year colleges on Long Island, a vocational rehabilitation institution, a private business school, and a school for dramatics.

The school populations were grouped as follows:

GROUP	COMMENCED TRAINING
I	Fall 1969
II	Spring 1970
III	Summer 1970
IV	Fall 1970 (preregistered)

While a major objective of the project was to determine the effects of training on ex-addicts in therapy, the research design also provided for an evaluation of the progress of those who were not involved in the educational program. Matched groups included an initial 75 (37 involved, 38 uninvolved) and an additional 81 (34 involved, 47 uninvolved).

Special programs and events included a tutorial program, with tutors proyided by volunteers from Nassau Community College's Education Club; investigator-led orientation sessions with involved residents; a library orientation program conducted by the College's staff; instructional units on the writing of term papers led by the College's staff; and a fashion show arranged by the investigators and sponsored by a local department store, with residents as models.

The investigators visited other drug addiction agencies to determine the extent of their educational programs. Not surprisingly, the offerings were restricted largely to high school equivalency and remedial instruction efforts.

The pilot project findings indicated that therapeutic attrition rates were lower for residents involved in the educational program. Recidivism was also lower for the educationally involved group. On the basis of these and other hopeful findings, the investigators recommended continuation of the project. A complete report of procedures, conclusions, and recommendations of Phase II can be found in the New York State Education Department, Bureau of Occupational Education Research, May 1971 publication: An Educational Component Incorporated Into a Residential Drug Rehabilitation Program.

D. The Pilot Program (Phase III)

The project was continued in the fall of 1970 with residents from Phase II as well as with newly involved ones. In addition to residents of Topic House, the investigators included ex-addicts of Halfway House, a newly-opened therapeutic facility sponsored by the Commission, which commenced operations in April 1970. A description of this center, taken from the Commission's Annual Report of 1970, is found in appendix A.

SCHOLASTIC PERFORMANCE OF FIRST EDUCATIONAL GROUP

The individual scholastic performance of the 10 residents from the first educational group who attended Nassau Community College during the fall 1970 semester is shown in table 1. Only two students completed the semester, one of them having followed a full-time program. The courses

in which the residents enrolled covered a wide range of subject areas. Seven of the 10 students had registered for one course each.

TABLE 1

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 10 TOPIC HOUSE RESIDENTS (FROM FIRST EDUCATIONAL GROUP OF 17) ATTENDING NASSAU COMMUNITY COLLEGE-- FALL 1970 SEMESTER

RESIDENT ID NO.*	COURSES TAKEN		
	TITLE	NUMBER	GRADE**
1	Effective Speaking	1	WP
27	Sociology I	1	WP
34	Preparatory English Preparatory Reading	2	NP NP
43	Elementary Painting	1	NP
44	Intermediate Painting	1	WP
48	American History I Psychology II	2	F C+
50	Composition II Afro-American History Abnormal Psychology Music Appreciation Sociology I	5	B B A WP A
65	Western Civilization I	1	NP
69	Business Organization and Management	1	WP
76	Principles of Science I	1	INC
10		16	

* ID No. 1 - 75 = Phase I residents
76 - 156 = Phase II residents
157 - 260 = Phase III residents

** Complete explanation of grading system - refer to Appendix B

Tables 2 and 3 contain scholastic performances of students from the first educational group for the spring and summer 1971 semesters. Most of the courses were in the liberal arts area and included humanities, social science, and mathematics offerings. Resident No. 50, a full-time student, passed his six courses during the spring term and, attending both summer sessions, passed an additional six courses. Resident No. 48 withdrew from his spring course, (WP) but passed both summer courses in which he was enrolled.

TABLE 2

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE FOUR TOPIC HOUSE RESIDENTS (FROM FIRST EDUCATIONAL GROUP OF 17) ATTENDING NASSAU COMMUNITY COLLEGE -- SPRING 1971 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
48	Composition II	1	WP
50	Masterworks-Literature	6	C
	Afro-American History		B
	Physical Education		B
	Introduction to Philosophy		B+
	Adolescent Psychology		C+
	Effective Speaking		A
65	Ceramics	1	D
69	English Composition I	1	WP
4		9	

* Complete explanation of grading system--refer to appendix B

TABLE 3

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE TWO TOPIC HOUSE RESIDENTS (FROM FIRST EDUCATIONAL GROUP OF 17) ATTENDING NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
48	English	2	B+
	Psychology II		B+
50**	American Literature I	6	C+
	Introduction to Statistics		C+
	Personal & Family Health		A
	Afro-American Civilization		A
	Religion		D+
	Human Adjustment		C
2		8	

*Complete explanation of grading system--refer to appendix B
**Attended both summer sessions

SCHOLASTIC PERFORMANCE OF SECOND EDUCATIONAL GROUP

The second educational group's fall 1970 semester individual scholastic performance is shown in table 4. The courses for which the residents enrolled covered a variety of areas: business, art, music, reading, speech, math, theatre, psychology, and English. Five of the 10 students passed at least one course. The two residents who took two courses each passed both of them. None of the residents failed a course.

TABLE 4

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 10 TOPIC HOUSE RESIDENTS (FROM SECOND EDUCATIONAL GROUP OF 23) ATTENDING NASSAU COMMUNITY COLLEGE -- FALL 1970 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
3	Business Organization & Management	1	INC
26	Computers I	2	INC
	Psychology I		INC
31	Piano I	1	WP
32	Psychology I	2	B
	Composition I		B+
51	Developmental Reading	2	WP
	Effective Speaking		WP
71	Concepts of Mathematics	1	C
80	Fundamentals of Drawing	1	NP
81	Print Making	2	B+
	Intermediate Drawing		A
83	Experimental Theatre	1	B
86	Introduction to Theatre	2	A
	Art Appreciation		NP
10		15	

*Complete explanation of grading system--refer to appendix B

Tables 5 and 6 contain the second educational group's individual scholastic performance for the spring and summer 1971 semesters. Five of those who had attended the fall 1970 semester enrolled for the spring term. Only one of the five

registered for the summer session.

Again, the subject areas varied greatly, with two residents enrolling in business courses. While one spring student failed a course, two of them passed at least one course.

TABLE 5

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE FIVE TOPIC HOUSE RESIDENTS (FROM SECOND EDUCATIONAL GROUP OF 23) ATTENDING NASSAU COMMUNITY COLLEGE -- SPRING 1971 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
32	Concepts of Mathematics Sociology I	2	NP B
51	Ceramics	1	F
71	Composition I Principles of Marketing	2	WP NP
81	Sculpture Educational Psychology	2	B B+
83	Personnel Management	1	NP
5		8	

*Complete explanation of grading system--refer to appendix B

TABLE 6

SCHOLASTIC PERFORMANCE OF THE TOPIC HOUSE RESIDENT (FROM SECOND EDUCATIONAL GROUP of 23) ATTENDING NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
83	Composition I Concepts of Mathematics	2	C+ B+
1		2	

*Complete explanation of grading system--refer to appendix B

SCHOLASTIC PERFORMANCE OF THIRD EDUCATIONAL GROUP

The individual scholastic performance of the five residents from the third educational group who attended Nassau Community College during the fall 1970 semester is shown in table 7. Four students enrolled in mathematics or computer courses. Two of the five residents received passing grades in at least one course while the others received grades of WP or NP.

TABLE 7

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE FIVE TOPIC HOUSE RESIDENTS (FROM THIRD EDUCATIONAL GROUP OF 13) ATTENDING NASSAU COMMUNITY COLLEGE -- FALL 1970 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
90	Western Civilization II	2	C
	Introduction to Statistics		NP
95	Composition I	2	WP
	Philosophy I		NP
97	Preparatory English	2	NP
	Concepts of Mathematics		NP
98	Computer Operations	1	B
109	Concepts of Mathematics	1	NP
5		8	

*Complete explanation of grading system--refer to appendix B

Tables 8 and 9 contain the third educational group's individual scholastic performance for the spring and summer 1971 semesters. Three of those who had attended the fall 1970 semester enrolled for the spring term. Two of the five registered for the summer session.

The courses in both sessions covered a wide range of areas. Only one student in each semester passed at least one course. Of a total of seven individual spring course enrollments, six grades were either WP or NP. One of the students received passing grades in both courses.

TABLE 8

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE FOUR TOPIC HOUSE RESIDENTS (FROM THIRD EDUCATIONAL GROUP OF 13) ATTENDING NASSAU COMMUNITY COLLEGE -- SPRING 1971 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
90	Western Civilization II Introduction to Statistics	2	NP WP
95	Psychology II	1	B+
96	Music Appreciation Acting I	2	WP WP
98	Computers I Composition I	2	WP NP
4		7	

*Complete explanation of grading system--refer to appendix B

TABLE 9

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE TWO TOPIC HOUSE RESIDENTS (FROM THIRD EDUCATIONAL GROUP OF 13) ATTENDING NASSAU COMMUNITY COLLEGE-- SUMMER 1971 SESSION

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
95	Concepts of Mathematics Composition I	2	B+ C+
98	Western Civilization I Psychology I	2	F WP
2		4	

*Complete explanation of grading system--refer to appendix B

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE FALL 1970 SEMESTER-- THE FOURTH EDUCATIONAL GROUP

During the spring of 1970, the educational counselor, the investigators, and the OVR counselor interviewed new Topic House residents for possible educational involvement. Out of those interviews came recommendations for 10 new fall 1970 part-time preenrollments at Nassau Community College. The profile data for that group is contained in table 22 of the Phase II Report. Subsequent interviews led to the enrollment of an additional six registrants.

Table 10 lists profile data for all 16 residents. As with the previous groups, the bulk of these residents fell within the 18-22 year age range. A larger proportion of them, 37 percent, was female. Slightly less than half of the group had received high school diplomas through general equivalency study. The characteristics of the six new registrants were much like those of the preenrolled 10.

The subjects for which the residents enrolled are contained in Table 11.

Four of the 16 residents persisted until the end of the semester. Two of the persistors attempted single courses and were successful. Another persistor attempted two courses and was successful in both. The failing student had enrolled in two courses; failed one and withdrawn from the second.

TABLE 10

PROFILE DATA* OF THE 16 TOPIC HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE--FALL 1970 SEMESTER

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	12
23-27	3
Over 27	1
SEX:	
Male	10
Female	6
VETERAN STATUS:	
Veteran	1
Non-Veteran	15
MARITAL STATUS:	
Single	13
Married	2
Divorced	1
HIGH SCHOOL DIPLOMA:	
General Equivalency	7
Regular	9

* IQ's unavailable

TABLE 11

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 16 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--FALL 1970 SEMESTER (FOURTH EDUCATIONAL GROUP)

RESIDENT ID NO.*	COURSES TAKEN		
	TITLE	NUMBER	GRADE**
40	Psychology I	2	F
	Developmental Reading II		NP
73	Western Civilization I	1	NP
99	Psychology I	1	NP
102	Psychology I	1	WP
103	Sociology I	2	WP
	English I		NP
104	Advertising Art	1	NP
157	Typing I	2	WP
	Effective Speaking		WP
158	Sociology I	1	WP
159	Effective Speaking	2	WP
	Sociology I		WP
160	Psychology I	2	C
	English I		A
161	Psychology I	1	INC
162	Economics I	1	NP
163	Psychology I	1	NP
164	Effective Speaking	1	NP
166	Effective Speaking	1	B
167	Print Making	1	A
16		21	

* ID No. 1 - 75 = Phase I residents
76 - 156 = Phase II residents
157 - 260 = Phase III residents

** Complete explanation of grading system--refer to appendix B

Two of the residents, neither of whom passed, were from the original 75 interviewed. Seven students enrolled in courses related to basic skills improvement: English I, Effective Speaking, and Developmental Reading. Following the

enrollment pattern of the previous groups, six of the 16 residents were registered for Psychology I. Three students were involved directly with vocational courses, Typing I, Advertising Art, and Print Making. The latter student earned a grade of A.

As with the previous educational groups, the instructors were asked to comment about student performance (Table 12). Positive characteristics were displayed by four of the 16 students. An analysis of their scholastic performances revealed that three had received passing grades. This group was rated less favorably by their instructors than the previous groups. The teachers' comments reflect the students' scholastic performances.

TABLE 12

INSTRUCTORS' COMMENTS ABOUT THE 16 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE-- FALL 1970 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	POSITIVE	
	Sensitive-bright Highly motivated Potential Participates in class	4
II	NEGATIVE	
	Poor Attendance Does not follow instructions Did not attend help sessions Lack of interest	12

The educational counselor and the investigators evaluated the personal behavior characteristics of the 16 residents (table 13). Five were considered to have displayed positive characteristics, one of whom was listed in categories I and II. The remaining 11 showed negative characteristics, and three of them were listed in categories III and IV.

TABLE 13

COUNSELOR'S AND INVESTIGATORS' COMMENTS ABOUT THE 16 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--FALL 1970 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	POSITIVE	
	Serious Motivated Sees Need for Education	3
II	Intelligent Potential Mature	3
III	NEGATIVE	
	Unreliable Not sufficiently motivated Rejects help	10
IV	Deficiencies in reading and understanding concepts Deficiencies in writing	4

Only three residents of the fourth educational group enrolled for the spring 1971 semester (table 14). One of

these passed both courses he took, while the resident who undertook Preparatory Reading received an unsatisfactory rating (U). The third student withdrew from the three courses for which he was registered, but was passing them at the time of withdrawal.

TABLE 14

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE THREE TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SPRING 1971 SEMESTER (FOURTH EDUCATIONAL GROUP)

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
40	Preparatory Reading	1	U
160	Shakespeare	3	WP
	American History I		WP
	Concepts of Mathematics		WP
167	Intermediate Print Making	2	A
	Ceramics		B+
3		6	

*Complete explanation of grading system--refer to appendix B

Table 15 contains the scholastic performance of the resident from the fourth educational group who attended the summer 1971 session. He passed the three courses in which he enrolled with grades of B or higher.

TABLE 15

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE TOPIC HOUSE RESIDENT ATTENDING NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION (FOURTH EDUCATIONAL GROUP)

RESIDENT ID NO.	COURSES TAKEN		GRADE*
	TITLE	NUMBER	
160	Philosophy I Principles of Science I Sociology I	3	B+ B+ B

*Complete explanation of grading system--refer to appendix B

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE SPRING 1971 SEMESTER--THE FIFTH EDUCATIONAL GROUP

Interviews were held during the fall of 1970 to determine Nassau Community College enrollments for the spring 1971 semester. Fifteen residents attended classes for the first time, all on a part-time basis. Table 16 contains profile data for this fifth group.

Though the age distribution was similar to that of previous groups, for the first time no females requested enrollment. Virtually the entire group was in the "single" marital status. About the same proportion as the fall 1970 new students had received high school diplomas through General Equivalency achievement.

TABLE 16

PROFILE DATA* OF THE 15 TOPIC HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE--SPRING 1971 SEMESTER

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	11
23-27	4
Over 27	0
SEX:	
Male	15
Female	0
VETERAN STATUS:	
Veteran	2
Non-Veteran	13
MARITAL STATUS:	
Single	14
Married	0
Divorced	1
HIGH SCHOOL DIPLOMA:	
General Equivalency	6
Regular	9

* IQ's unavailable

Table 17 contains the courses for which the residents enrolled. Five of the subjects were in the business area: Accounting I (four students), Display Techniques (one student), Fashion Accessories and Home Furnishings (one student), Fundamentals of Computers (one student), Marketing (two students).

Four of the 15 students persisted until the end of the semester; none of them failed a course. One of the persistors attempted two courses and was successful in both. This student was from the initial group of 75. Two residents received grades of Incomplete; within the College's regulations, it is possible for these students' grades to be changed to passing ones upon discharge of certain scholastic obligations.

It is interesting to note that none of the residents earned a failing grade. The no-penalty (NP) and withdrawn-passing (WP) grades, though not successful ones, do indicate a passing level of work at the time of withdrawal. Grade-point averages are not affected by NP and WP grades.

TABLE 17

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 15 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE-- SPRING 1971 SEMESTER (FIFTH EDUCATIONAL GROUP)

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
33	Display Techniques	2	C
	Fashion Accessories & Home Furnishings		C
168	Intermediate Spanish II	1	INC
169	Psychology I	1	WP
170	Marketing	1	C
171	Art Appreciation	1	B+
172	Accounting I	1	NP
173	Accounting I	1	NP
174	Fundamentals of Computer Operations	1	WP
175	Accounting I	1	NP
176	Marketing	1	NP
177	Accounting I	1	NP
178	Art Appreciation	1	NP
180	Elements of Music I	2	INC
	Keyboard Harmony I		INC
181	Sociology I	1	WP
182	Sociology II	1	WP
15		17	

*Complete explanation of grading system--refer to appendix B

Once again, the instructors were asked to comment about student performance (table 18). Though only five residents achieved passing grades, eight received positive comments. None of those with negative comments passed a course. The nature of the instructors' positive remarks indicates a good deal of enthusiasm on the residents' parts.

TABLE 18

INSTRUCTORS' COMMENTS ABOUT THE 15 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SPRING 1971 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	POSITIVE	
	Recommend further intellectual experiences	7
	Student is very aware and sensitive--welcome addition to the class	
	Participating--doing well--good attendance	
	Student most sincere and interested	
	Contributes to class discussion	
	Pleasure to have in class	
	Completes assignments	
II	NEGATIVE	
	Has not submitted work	8
	Unreliable	
	Needs to make some effort	
	Absent too much	
	Does not act upon offers of help	
	Insufficiently motivated	

Table 19 lists the counselor's and investigators' comments about student performance. Considering the residents' low passing rate, there were a surprising number (11) of positive comments. All those with passing grades were included in the positive categories; none of them suffered negative comments. Six of those who failed to achieve passing grades nevertheless had positive comments made about them.

TABLE 19

COUNSELOR'S AND INVESTIGATORS' COMMENTS ABOUT THE 15 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SPRING 1971 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	POSITIVE	
	Motivated Serious Sees need for education for career Hard worker	7
II	Intelligent Potential Mature	4
III	NEGATIVE	
	Insecure Rejects Help Insufficiently motivated Unreliable	7

TABLE 20

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION (FIFTH EDUCATIONAL GROUP)

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
33**	Business Mathematics	3	WP
	Principles of Sales		B
	Society Problems		C
168	Advanced Spanish	1	C
171	English Composition I	1	B
3		5	

*Complete explanation of grading system--refer to appendix B
**Attended both summer sessions

Three of the residents enrolled for the summer 1971 session (table 20). All three received passing grades, and no grade was lower than a C. The student who was registered for three courses had withdrawn from one of them (WP).

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE SUMMER 1971 SESSION-- THE SIXTH EDUCATIONAL GROUP

During the spring 1971 semester, the coordinator and the CVR counselor interviewed Topic House residents who had not been interviewed previously, or who had been interviewed but had not been involved in the educational program. Table 21 lists profile data for the seven residents who enrolled for the summer 1971 session at Nassau Community College. It was a young, largely single, male group, almost half of which had received its high school diploma through General Equivalency study.

The individual scholastic performance of the seven residents who attended Nassau Community College during the summer 1971 session are shown in table 22. Five, representing 71 percent of the group, received passing grades. Not one of these grades was below a C. The two NP grades indicated that the students withdrew from their courses very early in the session.

The summer session passing grade experience of Groups IV, V, and VI is of interest because these sessions at Nassau Community College are of short duration--5 weeks. The low persistence characteristic of many addicts and ex-addicts may account for this promising short-term achievement.

TABLE 21

PROFILE DATA* OF THE SEVEN TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	4
23-27	3
Over 27	0
SEX:	
Male	6
Female	1
VETERAN STATUS:	
Veteran	1
Non-Veteran	6
MARITAL STATUS:	
Single	5
Married	0
Separated	2
HIGH SCHOOL DIPLOMA:	
General Equivalency	3
Regular	4

*IQ's unavailable

TABLE 22

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE SEVEN TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SUMMER 1971 SESSION (SIXTH EDUCATIONAL GROUP)

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
128	English I	1	B+
184	Western Civilization I	1	NP
185	Music Appreciation	1	B+
186	Fundamentals of Computers	1	B
187	Music Appreciation	1	B
189	Psychology I	1	NP
192	Psychology I	1	C
7		7	

*Complete explanation of grading system--refer to appendix B

HALFWAY HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE SPRING AND SUMMER 1971 SEMESTERS--THE FIFTH AND SIXTH EDUCATIONAL GROUPS (GROUPS V A AND VI A)

During the fall of 1970, the educational counselor, the investigators, and the OVR counselor interviewed Halfway House residents for possible educational involvement. Two enrollments took place for the spring 1971 semester and one for the summer 1971 session.

The profile data for the group is contained in table 23. It was a young, male, single group, of whom two

TABLE 23

PROFILE DATA* OF THE THREE HALFWAY HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE-- SPRING AND SUMMER 1971 SEMESTERS

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	3
23-27	0
over 27	0
SEX:	
Male	3
Female	0
VETERAN STATUS:	
Veteran	0
Non-Veteran	3
MARITAL STATUS:	
Single	3
Married	0
Divorced	0
HIGH SCHOOL DIPLOMA:	
General Equivalency	2
Regular	1

* IQ's unavailable

residents had received their high school diplomas through General Equivalency study.

Table 24 contains the individual scholastic performance for both semesters. Two of the residents passed both courses they took, while the third student received NP and WP grades.

The instructors' comments about the two Halfway House residents who attended Nassau Community College in the spring 1971 semester were both positive and negative. The student who studied psychology was recommended for further intellectual experiences, whereas the student who withdrew from sculpture appeared to be unreliable. The counselors and investigators felt that one showed potential and that the other was insufficiently motivated.

TABLE 24

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE THREE HALFWAY HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE--SPRING AND SUMMER 1971 SEMESTERS (FIFTH EDUCATIONAL GROUP)

SEMESTER	RESIDENT ID NO.	COURSES TAKEN		GRADE*
		TITLE	NUMBER	
Spring 1971	179	Composition I	2	NP
		Sculpture		WP
	183	Psychology I	1	B
Summer 1971	194	Psychology I	1	C+
	3		4	

*Complete explanation of grading system--refer to appendix B

TOPIC AND HALFWAY HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE FALL 1971 SEMESTER--THE SEVENTH EDUCATIONAL GROUP (GROUPS VII AND VII A)

Preregistration was held during the spring 1971 semester for students planning to start work in the fall 1971 semester. All Topic and Halfway House residents were once again screened. Five residents (three from Topic House, two from Halfway House) who had not previously gone to school preenrolled for the fall. Table 25 contains profile data for the group. It was young, predominately male, and single. Two of the five High School diplomas had been secured by the residents through General Equivalency study.

TABLE 25

PROFILE DATA* OF THE FIVE TOPIC AND HALFWAY HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE--FALL 1971 SEMESTER

VARIABLE	NUMBER OF RESIDENTS	
	TOPIC HOUSE	HALFWAY HOUSE
AGE:		
18-22	2	2
23-27	1	0
Over 27	0	0
SEX:		
Male	2	2
Female	1	0
VETERAN STATUS:		
Veteran	1	0
Non-Veteran	2	2
MARITAL STATUS:		
Single	3	2
Married	0	0
HIGH SCHOOL DIPLOMA:		
General Equivalency	1	1
Regular	2	1

* IQ's unavailable

COMPOSITE ENROLLMENTS OF TOPIC AND HALFWAY HOUSE RESIDENTS AT NASSAU COMMUNITY COLLEGE-- FALL 1971 SEMESTER

Fall 1971 semester enrollments also took place among students from educational Groups I-VI. The number of students from each group is contained in table 26.

TABLE 26

TOPIC AND HALFWAY HOUSE STUDENTS ENROLLED AT NASSAU COMMUNITY COLLEGE - FALL 1971 SEMESTER (EDUCATIONAL GROUPS I - VII)

GROUP NO.	DATE OF ORIGINAL ENROLLMENT	NUMBER ENROLLED ORIGINALLY	NUMBER ENROLLED FALL 1971
I	Fall 1969	17	6
II	Spring 1970	23	4
III	Summer 1970	13	1
IV	Fall 1970	16	3
V	Spring 1971	15	2
V A*	Spring 1971	2	1
VI	Summer 1971	7	7
VI A*	Summer 1971	1	1
VII	Fall 1971	3	3
VII A*	Fall 1971	2	2
		99	30

* A=Halfway House residents.

A little less than one-third of those who had been enrolled originally were preregistered for the fall 1971 semester.

The courses for which the students from all groups registered for the fall 1971 semester are shown in table 27. Five students were carrying full-time programs, all having achieved matriculation through the College's policy of grade-point minima and specific course requirements. These students have indicated serious commitments to pursuit of 2-year college degrees.

The variety of courses again reflects the wide vocational, academic, and exploratory directions of the students. It should be remembered that the OVR counselor works carefully with his clients before he approves a course of action.

TABLE 27

COURSES PREREGISTERED IN BY 30 TOPIC HOUSE AND HALFWAY HOUSE RESIDENTS (ALL GROUPS) AT NASSAU COMMUNITY COLLEGE--FALL 1971 SEMESTER

RESIDENT ID NO.	TITLE OF COURSE	NUMBER OF COURSES
1	English I	1
7	English I Basic Painting	2
33 (Full-time)	Business Law I Introduction to Statistics Marketing Research Retail Buying	4
32	Western Civilization I	1
48	Journalism Concepts of Mathematics	2
50 (Full-time)	Philosophy I Afro-American History Abnormal Psychology English Literature I	4

TABLE 27 (cont.)

RESIDENT ID NO.	TITLE OF COURSE	NUMBER OF COURSES
65	Western Civilization I	1
69	English I	1
71	Western Civilization I	1
76	Introduction to Statistics Western Civilization I	2
83	Drama I	1
95 (Full-time)	English II Italian I Abnormal Psychology Drama I	4
128	Sociology I English II	2
157	Concepts of Mathematics	1
160 (Full-time)	Abnormal Psychology Introduction to Statistics English Literature I Afro-American History	4
167 (Full-time)	English II Western Civilization I Philosophy I Psychology I	4
171	Civil Engineering Construction I	1
183	English I	1
184	Western Civilization I	1
185	Sociology I College Preparatory Music	2
186	Introduction to Computers I	1
187	Survey of Jazz	1
188	Psychology I	1
189	Psychology I	1

TABLE 27 (cont.)

RESIDENT ID NO.	TITLE OF COURSE	NUMBER OF COURSES
190	Psychology I	1
191	Abnormal Psychology	1
192	English I	1
193	English I	1
194	English I Western Civilization I	2
195	English I	1
30		51

THE 104 TOPIC/HALFWAY HOUSE PHASE III RESIDENTS-- FALL 1970-SUMMER 1971

A total of 104 residents (77 Topic House and 27 Halfway House) were in therapy in Phase III. Table 28 shows the number who were involved and not involved in education during that period. The higher percent of Topic House residents involved in education (more than twice Halfway's rate) was probably due to their older age. Forty-nine of the 104 residents split. Approximately 18 percent of the Topic House dropouts (six of the 34) and 7 percent of the Halfway House dropouts (one of the 15) had been involved in education. Stated differently, 86 percent of the split population had not been part of the educational program. Of the seven involved splits, four had been pursuing G.E.D. study and three had been involved in the college program.

Thirteen of the 49 splits were female (26%), a somewhat higher percent than that of females in the total population (22%).

TABLE 28

COMPARATIVE STATUS OF PHASE III RESIDENTS*--TOPIC AND HALFWAY HOUSES--THOSE INVOLVED IN EDUCATION AND THOSE NOT INVOLVED--FALL 1970-SUMMER 1971

	TOPIC HOUSE		HALFWAY HOUSE		TOTAL	
	#	%	#	%	#	%
Residents in Therapy	77	100	27	100	104	100
Involved	35	45	6	22	41	39
Not Involved	42	55	21	78	63	61
Split Residents	34	100	15	100	49	100
Involved	6	18	1	7	7	14
Not Involved	28	82	14	93	42	86

*Groups IV, V, V A, VI, VI A

Comparative high school data (table 29) of the split population and of the Phase III group of 104 residents indicated that about the same proportion of each group had earned high school diplomas (59% and 65%, respectively.) The manner in which they secured their diplomas was also similar. Forty-one percent of the split group had not earned a diploma and was, therefore, ineligible for enrollment at Nassau Community College.

TABLE 29

COMPARATIVE HIGH SCHOOL DIPLOMA ACHIEVEMENT OF SPLIT POPULATION AND GROUP OF 104 TOPIC AND HALFWAY HOUSE RESIDENTS

GROUP			TYPES OF DIPLOMA						COMPL. AT LST. ONE COLLEGE SEMESTER	
			NONE		HS EQUIV.		REG.			
	T.H.	H.H.	T.H.	H.H.	T.H.	H.H.	T.H.	H.H.	T.H.	H.H.
SPLIT N=49	34	15	12	8	7	1	15	6	0	1
PHASE III N=104	92	12	31	5	17	3	44	4	4	1

The status of Phase III Topic and Halfway House residents who studied for General Equivalency diplomas while in therapy are shown in table 30. Of 18 who took the examination, 16 passed. The high passing rate was due, in large measure, to the efforts of Mr. Thomas Walsh, the instructor. Seven of the 16 continued their studies at Nassau Community College; one attended a rehabilitation training center; three were still in therapy; one was working in drug addiction treatment; three left therapy before completion; and one reverted to drugs after completing therapy and was in jail. Of the two who did not pass the examination, one was still in therapy and the other had split.

TABLE 30

STATUS OF TOPIC AND HALFWAY HOUSE RESIDENTS WHO STUDIED FOR HIGH SCHOOL EQUIVALENCY DIPLOMA--MAY 1970-APRIL 1971

ID NO.*	PASSED	FAILED	CONTINUED STUDYING	STATUS
4	X			Working in Drug Addiction Treatment
9	X			Still in Therapy
45	X		X	Attending Rehabilitation School
66		X		Still in Therapy
159	X		X	Attended Nassau Com. Col.
170	X		X	Attended Nassau Com. Col.
174	X		X	Attended Nassau Com. Col.
178	X		X	Attended Nassau Com. Col.
180	X		X	Attended Nassau Com. Col.
183**	X		X	Attended Nassau Com. Col.
193**	X		X	Attended Nassau Com. Col.
196	X			Still in Therapy
197	X			Split
198	X			Split
199	X			Split
200	X			Still in Therapy
204	X			Completed Therapy - Jail
205		X		Split
18	16	2	8	

* 1- 75 = Initial group of 75
76-156 = Phase II residents
157-250 = Phase III residents

**Halfway House residents

An attempt was made during the summer of 1971 to learn the status of the 104 Phase III individuals (table 31). The involved group was considerably more active in work/school activities. The known recidivism rate (back on drugs) for those not involved (17%) was much higher than that for the other group (2%). The large number of uninvolved people in the "unknown" category made it likely that the recidivism rate for this group was even higher.

TABLE 31

STATUS OF PHASE III RESIDENTS* EDUCATIONALLY INVOLVED COMPARED WITH UNINVOLVED--SUMMER 1971

STATUS	NUMBER OF RESIDENTS					
	INVOLVED			UNINVOLVED		
	TOTAL	T.H.	H.H.	TOTAL	T.H.	H.H.
Total Number of Residents	41	35	6	63	42	21
Working full time	1	1	0	1	1	0
Working & Attending School	6	5	1	0	0	0
School full time	1	1	0	0	0	0
Part-time work	4	3	1	0	0	0
School part time	7	4	3	0	0	0
Split	(7)	(6)	(1)	(42)	(28)	(14)
Back on Drugs	1	1	0	11	5	6
Jail	2	1	1	4	0	4
Working	0	0	0	3	3	0
School	3	3	0	0	0	0
Unknown	1	1	0	24	20	4
Residents in Therapy	15	15	0	18	12	6
Deceased	0	0	0	2	1	1

*Total of 104 residents

COMPARATIVE PROGRESS OF PHASE I, II, AND III RESIDENTS

During the three phases of this pilot project a total of 260 residents were studied (excluding outpatients). Table 32 shows that 43 percent of them were involved in the educational program. A total of 104 of the 260 residents had left therapy before completion. Of these, 90 percent had not been involved in the educational program. The consistency of the split rates for involved/uninvolved residents, including the Halfway House residents in Phase III, is noticeable. One should not jump to hasty conclusions, however, regarding the effects of education as a holding force without considering other possible variables.

TABLE 32

COMPARATIVE PROGRESS OF PHASE I, II, AND III RESIDENTS--THOSE INVOLVED IN EDUCATION AND THOSE NOT INVOLVED IN EDUCATION
PHASE I--FALL 1969-SUMMER 1970
PHASE II--FALL 1969-SUMMER 1970
PHASE III--FALL 1970-SUMMER 1971

	PHASE I		PHASE II		PHASE III				TOTAL	
					T.H.		H.H.			
	#	%	#	%	#	%	#	%	#	%
Residents in Therapy	75	100	81	100	77	100	27	100	260	100
Involved	37	49	34	42	35	45	6	22	112	43
Not Involved	38	51	47	58	42	55	21	78	148	57
Split Residents	30	100	25	100	34	100	15	100	104	100
Involved	3	10	0	0	6	18	1	7	10	10
Not Involved	27	90	25	100	28	82	14	93	94	90

OUTPATIENTS WHO ENROLLED AT NASSAU COMMUNITY COLLEGE FOR THE FIRST TIME IN THE SPRING 1971 SEMESTER

Due to the restricted OVR funding, only two new outpatient group members attended school during Phase III. Table 33 contains their profile data and their spring 1971 semester college experience. Individual #506 had an opportunity to convert his "incomplete" grade into a passing one; individual #507 passed both his courses and intended to continue his studies during the fall 1971 semester. Both members were working full time.

TABLE 33

SUMMER 1971 STATUS OF TWO OUTPATIENT MEMBERS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE-- SPRING 1971 SEMESTER

ID #	PROFILE AND PROGRESS	COURSES TAKEN	GRADE*
506	Age 24; male; nonveteran; single; high school equivalency diploma. Not enrolled for the fall 1971 semester; working full time as a drug addiction treatment worker.	English I	INC.
507	Age 25; male; nonveteran; single; regular high school diploma. Enrolled at N.C.C. for fall 1971 semester for two courses: Statistics, Western Civilization I; working towards a degree in liberal arts. Working full time.	English I Psychology I	A C+

*Explanation of grading system found in appendix B

TABLE 34

PROFILE DATA* OF FIVE EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE--NOVEMBER 1970-JUNE 1971

	NUMBER OF RESIDENTS
AGE:	
18-22	4
23-27	1
Over 27	0
SEX:	
Male	3
Female	2
VETERAN STATUS:	
Veteran	0
Non-Veteran	5
MARITAL STATUS:	
Single	5
Married	0
HIGH SCHOOL DIPLOMA:	
General Equivalency	3
Regular	1
None	1

*I.Q.'s unavailable

EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE

Table 34 contains profile data for five Topic House residents enrolled at institutions other than Nassau Community College. Two residents were from Phase I and three from Phase III. It was a young, largely single group, four of whom possessed high school diplomas. It was comprised of three males and two females.

Table 35 contains the vocational goals of three of the residents. The others were uncertain about their objectives. The numbers are too few to discern a pattern of goals.

The training activities in which the five residents were engaged are shown in table 36. Resident #159, though employed, was not doing work related to her clerical training. Residents #64 and #202 were working in training-related jobs, while #45 and #157 were still in school.

TABLE 35

VOCATIONAL GOALS OF FIVE EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE-NOVEMBER 1970

GOALS	NUMBER OF RESIDENTS
Photography	1
Trailer Truck Driving	1
Social Work	1
Uncertain	2

TABLE 36

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE FIVE EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE--November 1970-JUNE 1971

ID#	INSTITUTION	COURSE/ACTIVITY	OUTCOME
45	Rehabilitation	Vocational Evaluation	Enrolled at New York Institute to pursue a career in Photography
64	Rehabilitation	Clerical-keypunch	Completed evaluation. Working full-time at job related to training
157	Truck Driving Training	Trailer Truck Driving	Still in school
159	Rehabilitation	Clerical	Attended one semester at Nassau Community College; is currently employed in Drug Addiction Treatment (non-clerical work)
202	Manpower Program	Dry Cleaning	Still in therapy; working on job related to training

CONTINUATION PATTERNS OF INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS

The continuation patterns of those residents who enrolled at Nassau Community College are listed in table 37 (unduplicated count). Five from the group that first enrolled in the fall 1969 semester and three from the first group enrolled in the spring 1970 semester are continuing this fall (1971).

SPRING-SUMMER 1971 STATUS OF INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS

An attempt was made during the late spring and summer 1971 to learn the status of the initial group (table 38). A substantially higher percent of those who were involved in education were working full time (73%) than of those who were not involved (37%). The latter group also contained a higher percent of people who had reverted to drugs (13% as compared with 3%). Eight of the involved group were attending school full or part time. Eight percent of this group had either "split" or was in jail, while the comparable figure for the uninvolved group was 16 percent. It is interesting to note that while nine of the uninvolved residents could not be located, only one of the involved group was so categorized.

During Phase II, seven of the 37 involved people and nine of the 38 uninvolved ones were working full time.* The comparable figures for this report were 27 and 13, respectively. These data indicate a more positive change in the involved group.

* Phase II report, page 56, table 41

TABLE 37

CONTINUATION* SCHOOL PATTERNS OF 34 STUDENTS ENROLLED AT NASSAU COMMUNITY COLLEGE FROM INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS AS OF SUMMER 1971

CATEGORY	ENROLLED	COMPLETED SEMESTER					
		FALL 1969	SPRING 1970	SUMMER 1970	FALL 1970	SPRING 1971	SUMMER 1971
A. Enrolled Fall 1969, Spring 1970, Summer 1970, Fall 1970, Spring 1971 Summer 1971, Fall 1971	1	0	1	1	1	1	-
B. Enrolled Fall 1969, Spring 1970, Fall 1970, Spring 1971, Fall 1971	1	1	1	-	0	1	-
C. Enrolled Fall 1969, Spring 1970, Fall 1970, Spring 1971	1	1	0	-	0	0	-
D. Enrolled Fall 1969, Fall 1970, Spring 1971, Fall 1971	1	1	-	-	0	1	-
E. Enrolled Fall 1969, Spring 1970, Fall 1970	4	3	1	-	0	-	-
F. Enrolled Fall 1969, Spring 1970	2	2	1	-	-	-	-
G. Enrolled Fall 1969, Fall 1970	1	1	-	-	0	-	-
H. Enrolled Fall 1969	(15)4	1	-	-	-	-	-
I. Enrolled Spring 1970, Summer 1970, Fall 1970, Spring 1971	1	-	1	0	1	0	-

TABLE 37 (cont'd)

CATEGORY	ENROLLED	COMPLETED SEMESTER					
		FALL 1969	SPRING 1970	SUMMER 1970	FALL 1970	SPRING 1971	SUMMER 1971
J. Enrolled Spring 1970, Fall 1970, Spring 1971, Fall 1971	1	-	1	-	1	1	-
K. Enrolled Spring 1970, Fall 1970, Spring 1971	1	-	1	-	0	1	-
L. Enrolled Spring 1970, Summer 1970	1	-	0	0	-	-	-
M. Enrolled Spring 1970, Fall 1970	1	-	1	-	1	-	-
N. Enrolled Spring 1970, Fall 1971	1	-	1	-	-	-	-
O. Enrolled Spring 1970	(14) 8	-	3	-	-	-	-
P. Enrolled Summer 1970	(1) 1	-	-	1	-	-	-
Q. Enrolled Fall 1970, Spring 1971	1	-	-	-	1	1	-
R. Enrolled Fall 1970	(3) 2	-	-	-	0	-	-
S. Special Student - enrolled Fall 1969, Spring 1970, Summer 1970, Fall 1970, Spring 1971, Fall 1971.	(1) 1	1	1	1	1	1	-
TOTAL	(34)						

*Continued to enroll at Nassau Community College
()=Number of residents in each of the four educational groups

TABLE 38

SPRING-SUMMER 1971 STATUS OF THE INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS--THOSE INVOLVED IN THE EDUCATIONAL PROGRAM COMPARED WITH THOSE NOT INVOLVED IN THE EDUCATIONAL PROGRAM

S T A T U S	NUMBER OF RESIDENTS	
	INVOLVED	NOT INVOLVED
Total Number of Residents	37	38
Working full time	27	13
Working part time	1	2
Not working	1	4
School full time	3	1
School part time	5*	1**
Back on Drugs	1**	5***
Were in school - Temporary leave	4*	0
Split - back in House	1	3
Jail	2	3
Unknown	1	9
Deceased	1	1
Completed Concept****	24	22
Completed Concept Prior to September 1969	9	1
In Therapy	1	3

*Included in "working full time" category
**Included in "not working" category
*** Three were included in "not working" category
****Completed Concept - defined in this study as a period reached in therapy when an individual is allowed to hold a job off Topic House grounds

SPRING-SUMMER 1971 STATUS OF SECOND GROUP OF 81 TOPIC HOUSE RESIDENTS

The spring-summer 1971 status of Group II (81 residents) is shown in table 39. The data were secured from mailed questionnaires, telephone conversations, and personal contacts. Twenty-one of the involved residents (62%) were working full time, while the comparable figure for the uninvolved residents was eight (17%). Eight of the involved working group (24%) were enrolled in school, compared to none in the uninvolved group. While none of the involved residents was back on drugs or in jail, 17 (36%) of the other group were. The methadone maintenance program included one (3%) of the involved group, but seven (15%) of the others. It is interesting to note that only two (6%) of the involved residents' whereabouts were unknown, while 10 (21%) of the others could not be located.

During Phase II, none of the involved people and two of the uninvolved ones had reverted to drugs. The comparable figures for this report were zero and nine. Thus, recidivism increased sharply for the uninvolved group and not at all for the involved one.

TABLE 39

SPRING-SUMMER 1971 STATUS OF THE SECOND GROUP OF 81 TOPIC HOUSE RESIDENTS--THOSE INVOLVED IN THE EDUCATIONAL PROGRAM COMPARED WITH THOSE NOT INVOLVED IN THE EDUCATIONAL PROGRAM

S T A T U S	NUMBER OF RESIDENTS	
	INVOLVED	NOT INVOLVED
Total Number of Residents	34	47
Working full time	21	8
Working part time	8	3***
Not working	3	4
School full time	0	0
School part time	8*	0
Back on Drugs	0	9
Reentered Therapy Methadone Maintenance	1**	7
Jail	0	8
Unknown	2	10
Deceased	0	1
Completed Concept	24	11
Completed Concept Prior to September 1969	4	0
In Therapy - Methadone	1	7

*Included in "working part time" category
**Included in "working full time" category
***Included in "methadone Maintenance" category; became involved in education during Phase II

QUESTIONNAIRE RESULTS FROM PHASE I AND II TOPIC HOUSE RESIDENTS--SPRING 1971

A followup questionnaire (appendix C) was mailed during late spring 1971 to the 154 Phase II residents. (The initial group, 74 residents; the second group, 80 residents; 1 resident from each group was deceased.) Table 40 contains the results of the questionnaire, returns having been received from 75 people. (For purposes of this evaluation, the involved group is called "A," and the uninvolved group, "B." Eighty-four percent of group A was employed full or part time, while the comparable figure for group B was 62 percent. Only 11 percent of A was not working compared to 38 percent of B.

Group A registered 46 percent as satisfied with its jobs; group B, 31 percent. Dissatisfaction with the jobs centered around "too many hours," "company policies," and "salary too low."

Thirty-three percent of group A had been in its latest job 6 months or longer; the comparable figure for B was 65 percent. However, approximately the same proportions of both groups had been in their latest positions at least 4 months (group A, 64 percent; group B, 70 percent).

Fifty percent of group A was earning yearly salaries of more than $7000 compared with 17 percent of group B. While only 4 percent of A was making less than $5000, 27 percent of B was in this category.

Part-time hourly earnings were substantially higher for group A than for B. One person in A was earning more than $5 an hour.

Twenty-three percent of group A expressed the need for additional college experience; 18 percent of B indicated a need for more vocational training; while 12 percent of A wanted training for addiction center work, only 2 percent of B expressed the same need. Fourteen percent of group A saw no need for additional training; one fourth of group B felt that way.

The proportion of group A working as drug aide coordinators was substantially higher than that of B. The list of job titles for both groups covers a wide gamut of skilled and unskilled areas.

Most of those in group A attending school were enrolled at Nassau Community College (82%); one student in this group was at a music school and another at a beauty culture school. The three group B students were enrolled at a cooperative college center, a school for dramatics, and a home study institute.

TABLE 40

SPRING 1971 RESULTS OF FOLLOWUP QUESTIONNAIRE FROM PHASE I AND II TOPIC HOUSE RESIDENTS

QUESTIONNAIRE ITEM	N=75 TOTAL NUMBER RESPONDENTS	INVOLVED GROUP N=43	NOT INVOLVED N=32	PERCENT OF INVOLVED GROUP	PERCENT OF UNINVOLVED GROUP
Working full time	46	28	18	65	56
Working part time	10	8	2	19	6
Not working	17	5	12	11	38
School full time	2	2	0	5	0
School part time	12*	9*	3*		
TOTAL	75	43	32	100	100
*7 not working (5 involved, 2 uninvolved); 5 working part time (4 involved, 1 uninvolved)					
Satisfied with job	21	11	10	46	31
Dissatisfied with job					
Too many hours	12	4	8	17	25
Company policies	7	1	6	4	19
Salary too low	7	4	3	17	10
Unskilled job	3	1	2	4	6
Want own business	3	2	1	8	3
Want to learn trade	3	1	2	4	6
TOTAL	56	24	32	100	100
Length of Time on Present Job					
More than 1 year	16	8	8	22	40
6-12 months	9	4	5	11	25

TABLE 40 (cont'd)

QUESTIONNAIRE ITEM	TOTAL NUMBER RESPONDENTS N=75	INVOLVED GROUP N=43	NOT INVOLVED N=32	PERCENT OF INVOLVED GROUP	PERCENT OF UNINVOLVED GROUP
Length of Time on Present Job					
4-5 months	12	11	1	31	5
Less than 4 months	19	13	6	36	30
TOTAL	56	36	20	100	100
Yearly earnings - full-time work					
More than $10,000	8	7	1	25	6
$7,000 - $10,000	9	7	2	25	11
$5,000 - $7,000	17	9	8	32	45
Less than $5,000	6	1	5	4	27
Did not report earnings	6	4	2	14	11
TOTAL	46	28	18	100	100
Earnings per hour - part time					
More than $5	1	1	0	12.5	0
$3.00 - $5.00	2	2	0	25	0
Less than $3.00	2	1	1	12.5	50
Did not report earnings	5	4	1	50	50
TOTAL	10	8	2	100	100
Expressed need for additional training					
Trade	8	1	7	3	18
College	13	8	5	23	13
Other:					
On-the-job	3	1	2	3	5
Group, for addiction center	5	4	1	12	2
Nursing	2	1	1	3	2

TABLE 40 (cont'd)

QUESTIONNAIRE ITEM	TOTAL NUMBER RESPONDENTS N=75	INVOLVED GROUP N=43	NOT INVOLVED N=32	PERCENT OF INVOLVED GROUP	PERCENT OF UNINVOLVED GROUP
Expressed need for additional training					
Other:					
Dramatics	2	2	0	6	0
No additional training necessary	15	5	10	14	25
No opinion on additional training	27	13	14	36	35
TOTAL	75	35	40	100	100
Job Titles of Those working Full time and Part time					
Drug addiction Coordinator	8	7	1	24	4
Truck Driver	5	4	1	14	4
Maintenance Man	4	2	2	7	7
Machinist	3	1	2	4	7
Salesman	3	2	1	7	4
Factory Laborer	3	1	2	4	7
Packer & Shipping Clerk	2	0	2	0	7
Secretary	2	2	0	7	0
Dental Technician	1	0	1	0	4
Cabinet Maker	1	1	0	4	0
Construction Worker	1	0	1	0	4
Cement Mason	1	0	1	0	4
Carpenter Apprentice	1	0	1	0	4
Clam Digger	1	0	1	0	4
Gas Station Manager	1	1	0	3	0
Furrier	1	1	0	3	0
Sander	1	0	1	0	4
Pipe Fitter	1	0	1	0	4
Sanitation Man	1	0	1	0	4
Credit Manager	1	1	0	3	0

TABLE 40 (cont'd)

QUESTIONNAIRE ITEM	TOTAL NUMBER RESPONDENTS N=75	INVOLVED GROUP N=43	NOT INVOLVED N=32	PERCENT OF INVOLVED GROUP	PERCENT OF UNINVOLVED GROUP
Job Titles of Those Working					
Photographer	1	1	0	3	0
No title reported	13	5	8	17	28
TOTAL	56	29	27	100	100
Schools Attended					
Nassau Community College	9	9	0	82	0
Cooperative College Center - Hempstead	1	0	1	0	34
Dramatics	1	0	1	0	33
Music	1	1	0	9	0
Beauty Culture	1	1	0	9	0
Home Study	1	0	1	0	33
TOTAL	14	11	3	100	100

COMPARATIVE PROFILE DATA OF THE SEVEN GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES*

The data in table 41 show how the resident student groups compared with each other. Ninety-five percent of the residents were 27 years of age or younger, with the majority (59%) between the ages of 18 and 22. The population was largely male, with approximately one female for every four males in the program. Twenty-one percent was either married, divorced, or separated. In addition to their personal therapeutic problems, these residents carried the burden of family responsibilities. Slightly under 60 percent of the residents had earned their high school diplomas through graduation. Most of the remainder had received General Equivalency diplomas in jail or in the House.

The residents enrolled during summer sessions as well as the academic year semesters. Considering the year-round nature of the therapeutic program, it is most fortunate that an educational facility is available for the residents.

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* Fall 1969, spring 1970, summer 1970, fall 1970, spring 1971, summer 1971, fall 1971

TABLE 41

COMPARATIVE PROFILE DATA OF THE SEVEN GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES*

VARIABLE	GROUP I ENTERED FALL 1969 (17 Res.)	GROUP II ENTERED SPRING 1970 (23 Res.)	GROUP III ENTERED SUMMER 1970 (13 Res.)	GROUP IV ENTERED FALL 1970 (16 Res.)	GROUP V ENTERED SPRING 1971 (15 Res.)	GROUP VI ENTERED SUMMER 1971 (7 Res.)	GROUP VII ENROLLED FALL 1971 (3 Res.)	COMPOSITE (94 Res.)
Age:								
18-22	7 (41)	14 (61)	6 (46)	12 (75)	11 (73)	4 (57)	2 (67)	56 (59)
23-27	10 (59)	7 (30)	5 (38)	3 (19)	4 (27)	3 (43)	1 (33)	33 (36)
27 +	0	2 (9)	2 (16)	1 (6)	0	0	0	5 (5)
Sex:								
Male	14 (82)	18 (78)	12 (92)	10 (63)	15 (100)	6 (86)	2 (67)	77 (82)
Female	3 (18)	5 (22)	1 (8)	6 (37)	0	1 (4)	1 (33)	17 (18)
Veteran Status:								
Yes	5 (30)	2 (9)	2 (15)	1 (6)	2 (13)	1 (14)	1 (33)	14 (15)
No	12 (70)	21 (91)	11 (85)	15 (94)	13 (87)	6 (86)	2 (67)	80 (85)
Marital Status:								
Married	10 (41)	2 (9)	2 (15)	2 (12)	0	0	0	16 (17)
Single	7 (59)	21 (91)	11 (85)	13 (82)	14 (93)	5 (71)	3 (100)	74 (79)
Separated/ Divorced	0	0	0	1 (6)	1 (7)	2 (29)	0	4 (4)
High School Diploma:								
G.E.D.	5 (30)	8 (35)	5 (38)	7 (44)	6 (40)	3 (43)	1 (33)	35 (37)
Reg.	12 (70)	15 (65)	8 (62)	9 (56)	9 (60)	4 (57)	2 (67)	59 (63)

* Fall 1969, spring 1970, Summer 1970, fall 1970, spring 1971, Summer 1971, fall 1971

( ) Percent of particular group

ENROLLMENTS, COMPLETION, AND ACHIEVEMENT DATA OF THE TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES

A total of 94 Topic House residents participated in the educational program by enrolling at Nassau Community College (table 42). Six of the first group of 17, four of the second group of 23, two of the third group of 13, three of the fourth group of 16, two of the fifth group of 15, seven of the sixth group of seven and three residents new to the educational program preenrolled for the fall 1971 semester. Thirty-four of the initial 75 Phase I residents were participants. Nine of these students were preenrolled for the fall term.

The 27 registrants for the Fall semester come from all seven groups. This continuation pattern is of particular interest from a longitudinal viewpoint since this study is concerned with persistence tendencies of ex-drug addicts.

Of a total of 165 enrollments in Groups I-VI, 85 students (52%) completed at least one course; of these, 75 residents (92%) passed their courses.

SUMMER 1971 STATUS OF EX-ADDICTS WHO WERE ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE DURING PHASE II

Followup data was obtained on the eight ex-addicts who attended institutions other than Nassau Community College during Phase II. Though none of them was attending school, seven were working full time. Three members had jobs in drug rehabilitation agencies; three were working at jobs related to their training; and one was working at a job unrelated to his training. Only one member had reverted to drugs and was in jail.

TABLE 42

COMPARATIVE ENROLLMENT, COMPLETION, AND ACHIEVEMENT DATA OF THE GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES*

TIME OF ENTRANCE	FALL 1969 # RESIDENTS			SPRING 1970 # RESIDENTS			SUMMER 1970 # RESIDENTS			FALL 1970 # RESIDENTS			SPRING 1971 # RESIDENTS			SUMMER 1971 # RESIDENTS			FALL 1971 # RESIDENTS
	Enrolled	Completed	Passed**	Enrolled	Completed	Passed**	Enrolled	Completed	Passed**	Enrolled	Completed	Passed**	Enrolled	Completed	Passed**	Enrolled	Completed	Passed**	Pre-enrolled
GROUP I Entered Fall 1969	17 (15) (2)	13 (11) (2)	12 (10) (2)	12 (11) (1)	6 (5) (1)	5 (4) (1)	1 (1) (0)	1 (1) (0)	1 (1) (0)	11 (10) (1)	1 (1) (0)	1 (1) (0)	4 (4) (0)	2 (2) (0)	2 (2) (0)	2 (2) (0)	2 (2) (0)	2 (2) (0)	6 (5) (1)
GROUP II Entered Spring 1970				23 (14) (9)	15 (7) (8)	4 (6) (8)	6 (2) (4)	4 (1) (3)	3 (1) (2)	14 (9) (5)	5 (3) (2)	5 (3) (2)	5 (3) (2)	3 (2) (1)	2 (1) (1)	2 (1) (1)	1 (0) (1)	1 (0) (1)	4 (3) (1)
GROUP III Entered Summer 1970							13 (1) (12)	8 (1) (7)	8 (1) (7)	5 (0) (5)	2 (0) (2)	2 (0) (2)	4 (0) (4)	1 (0) (1)	1 (0) (1)	3 (0) (3)	3 (0) (3)	3 (0) (3)	2 (0) (2)
GROUP IV Entered Fall 1970										16 (3) (3)	4 (1) (0)	3 (0) (0)	3 (1) (0)	2 (1) (0)	1 (0) (0)	1 (0) (0)	1 (0) (0)	1 (0) (0)	3 (0) (0)
GROUP V Entered Spring 1971													15 (1) (0)	3 (1) (0)	3 (1) (0)	2 (0) (0)	1 (0) (0)	1 (0) (0)	2 (1) (0)
GROUP VI Entered Summer 1971																7 (0) (0)	7 (0) (0)	7 (0) (0)	7 (0) (0)
GROUP VII Preenrolled Fall 1971																			3 (0) (0)
TOTAL SEMESTER	17 (15) (2)	13 (11) (2)	12 (10) (2)	35 (25) (10)	21 (12) (9)	19 (10) (9)	20 (4) (16)	13 (3) (10)	12 (3) (9)	46 (22) (14)	12 (5) (4)	11 (4) (4)	31 (9) (6)	11 (6) (2)	9 (4) (2)	16 (2) (4)	15 (2) (4)	15 (2) (4)	27 (9) (4)

Total Enrollments (Groups I - VI) 165
Total Completed (Groups I - VI) 85
Total Passed (Groups I - VI) 78

* Fall 1969, Spring 1970, summer 1970

** Passed -- Earned passing grade in at least one course

( ) Number from initial group of 75 -- top figure

( ) Number from Phase II group of 81 -- bottom figure

SUMMER 1971 STATUS OF OUTPATIENTS ENROLLED AT NASSAU COMMUNITY COLLEGE DURING PHASE II

Table 43 contains followup information about the five outpatient group members who were enrolled at Nassau Community College during Phase II. None of them attended the college during Phase III. One person was gainfully employed in a field related to his college study. Another had entered Topic House and intended to register for the spring 1972 semester. The investigators could not locate the remaining three members.

TABLE 43

SUMMER 1971 STATUS OF THE FIVE OUTPATIENT GROUP MEMBERS ENROLLED AT NASSAU COMMUNITY COLLEGE DURING PHASE II *

ID NO.	S T A T U S
500	Married - working in field related to courses taken at Nassau Community College - Merchandising, Textiles, Business
501, 503, 504	No longer at school - did not respond to mail or telephone contact
502	Left outpatient groups - entered Topic House- expects to return to school spring 1972

* First enrolled spring 1970.

The In-House Educational Program

The Phase II report of the pilot project recommended that short-term exploratory courses be conducted at the therapeutic centers "so that all eligible residents, including those not permitted off the premises, could enroll." (Page 78)

The investigators designed a program to meet this need, and approval for its implementation was secured from the drug commission.

The program was started in October 1970 and consisted of the following areas:

	Number of Seminars
1. Exploratory Business	
a. Advertising & Sales Promotion	2
b. Bookkeeping & Accounting	3
c. Data Processing	3
d. Marketing & Retailing	3
e. Office Management & Secretarial Science	3
2. Exploratory Vocational	
a. Air Conditioning; Refrigeration	1
b. Auto Mechanics; Body Work	1
c. Building Trades	1
d. Commercial Art	1
e. Cosmetology; Barbering	1
f. Electrical Occupations; Appliance Repairs	1
g. Food Trades	1

	Number of Seminars
h. Machine Trades	1
i. Marine Maintenance	1
j. Truck Driving	1
3. Exploratory Liberal Arts	
a. Art	2
b. Economics	2
c. History	2
d. Life Sciences	2
e. Literature	2
f. Mathematics	2
g. Music	2
h. Philosophy	2
i. Physical Science	2
j. Psychology	2
k. Sociology	2
l. Theatre	2
m. Writing	2
4. Human Engineering -- A series of seminars designed to provide the residents an opportunity to improve their personal characteristics and social images.	
a. Budgeting & Personal Finance	5
b. Grooming	3
c. Personality Development	5
d. Sex Education	5
e. Speech	7

The seminars were planned in cooperation with the director of treatment, the educational coordinator, and the staff members of both Houses. It was particularly important to involve the latter since they were in closest proximity with the residents. In the investigators' opinion, the support of House staff members is essential to the success of in-House programs.

Each seminar ran for 1 1/2 hours, three times a week at both Topic House and Halfway House. Specific times were arranged to avoid interference with normal House activities. It was agreed that the schedule would be altered or a session cancelled only when unavoidable. It was understood that the exploratory educational phase was to be considered an integral part of the total House program.

To enrich the seminars, teaching personnel were recruited from a variety of areas--colleges, business, industry. Though subject matter background was an important criterion for selection, personality dynamics were stressed. Not only were individuals with hostility to drug addicts avoided, a positive understanding of the causes of addiction was a prerequisite for involvement.

Upon completion of its various components, the program was started anew. This continuing pattern was established in consonance with the year-round programs of the Houses. In fact, one of the most attractive features of the seminars is their availability on premises to all residents every week of the year.

Forty-three different teachers have been involved with the seminars. In several instances, two instructors have cooperated on a team-teaching basis. On occasion, a teacher has returned to the Houses voluntarily for additional sessions with interested residents. Individual residents have spent time with instructors on subject matter, advisement, and personal interest.

Average resident attendance at the seminars has been 55 for Topic House and 18 for Halfway House. These averages represent 85 percent and 90 percent, respectively, of the Houses' populations. An aggregate of 240 different residents in both Houses have participated in the program.

Preparations for the seminars are made by the educational coordinator. Her responsibilities include physical arrangements, introduction of the teachers, and handling of emergencies. This latter function is quite important since, as expected, emotional problems arise quite frequently in therapeutic centers.

The investigators designed a questionnaire (appendix D) to determine the residents' reactions to the seminars. Though no attempt was made to evaluate specific aspects, such as an instructor's abilities, general impressions of teaching effectiveness were solicited.

Table 44 shows the residents' feelings about the first-round exploratory business program. In most cases, the ratings showed that more than 50 percent considered the sessions excellent or good. Nevertheless, a serious attempt should be

TABLE 44

REACTIONS OF 70 TOPIC AND HALFWAY HOUSE RESIDENTS (53 Males, 17 Females) TO THE EXPLORATORY BUSINESS PROGRAM (In Percents)

AREA	RATING OF THE SEMINARS								IMPORTANCE OF AREA					
	Excellent		Good		Fair		Poor		Very		Sometimes		Little	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Advertising & Sales Promotion	22	15	40	46	25	26	13	13	30	19	55	70	15	11
Bookkeeping & Accounting	17	10	32	40	42	29	9	21	10	17	60	68	30	15
Data Processing	8	-	52	39	40	29	-	32	9	14	66	65	25	21
Marketing & Retailing	14	12	38	39	34	34	14	15	-	15	67	55	33	30
Office Management & Secretarial	4	-	29	51	24	28	43	21	-	18	55	58	45	24

made to develop more positive reactions. Of interest is the fact that 60 percent of the males and only 39 percent of the females rated Data Processing excellent or good, while 51 percent of the females and only 33 percent of the males felt that way about Office Management and Secretarial Practice. These data may reflect a general societal feeling by both sexes about these areas.

Except for the male stress on the importance of the advertising and sales promotion field, neither group attached particular importance to any of the other areas. However, both groups appeared to recognize some significance in all the fields.

Table 45 indicates the residents' feelings about the first-round exploratory vocational program. As might be expected, the girls were not enchanted with most of these seminars; the exceptions were Commercial Art, Cosmetology, and food trades. Surprisingly, they did not attach significant importance to any of the areas. Except for Air Conditioning, the males rated the seminars fairly positively. However, the highest combined Excellent-Good rating was only 68 percent, for Commercial Art. They attached importance to most of the areas, the exceptions being Cosmetology and Truck Driving. It should be noted that the females were encouraged to attend the vocational seminars, but had the option of absenting themselves.

Table 46 contains the reactions of 61 Topic and Halfway House residents to the liberal arts exploratory

TABLE 45

REACTIONS OF 63 TOPIC AND HALFWAY HOUSE RESIDENTS (56 Males, 7 Females) TO THE EXPLORATORY VOCATIONAL PROGRAM
(In Percents)

AREA	RATING OF THE SEMINARS								IMPORTANCE OF THE AREA					
	Excellent		Good		Fair		Poor		Very		Sometimes		Little	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Air Conditioning; Refrigeration	-	-	10	38	80	38	10	24	-	5	67	55	33	40
Auto Mechanics; Body Work	9	-	33	14	42	72	16	14	20	-	60	11	20	89
Building Trades	11	-	44	-	37	83	8	17	57	8	30	30	13	62
Commercial Art	9	-	59	63	32	37	-	-	22	13	67	60	11	27
Cosmetology; Barbering	18	25	36	25	18	50	28	-	10	25	30	34	60	41
Electrical Occupations; Appliance Repairs	-	-	40	30	50	56	10	14	-	8	88	30	12	62
Food Trades	8	-	45	70	31	30	16	-	20	9	60	41	20	50
Machine Trades	11	-	44	17	22	50	23	33	22	8	44	39	34	53
Marine Maintenance	30	-	15	30	28	40	27	30	30	8	30	8	40	84
Truck Driving	-	22	50	22	30	44	20	12	11	14	34	21	55	65

TABLE 46

REACTIONS OF 61 TOPIC AND HALFWAY HOUSE RESIDENTS (47 Males, 14 Females) TO THE EXPLORATORY LIBERAL ARTS PROGRAM
(In Percents)

AREA	RATING OF THE SEMINARS								IMPORTANCE OF THE AREA					
	Excellent		Good		Fair		Poor		Very		Sometimes		Little	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Art	57	11	30	57	13	32	-	-	38	44	62	44	-	12
Economics	44	13	33	50	12	25	11	12	33	25	44	50	23	25
History	50	-	20	34	20	33	10	33	33	13	55	25	12	62
Life Sciences	25	13	38	-	37	62	-	25	44	11	44	44	12	45
Literature	50	25	20	59	30	8	-	8	33	45	55	27	12	28
Mathematics	45	-	9	13	18	50	28	37	38	-	25	55	37	45
Music	40	55	50	22	10	23	-	-	22	55	68	22	10	23
Philosophy	55	33	36	33	9	22	-	12	60	36	40	45	-	19
Physical Sciences	33	22	11	-	56	44	-	34	44	13	44	50	12	37
Psychology	80	50	20	33	-	9	-	8	78	44	22	33	-	23
Sociology	50	14	40	28	10	58	-	-	50	38	50	38	-	24
Theatre	38	45	24	36	38	19	-	-	9	67	73	22	18	11
Writing	33	33	44	44	23	23	-	-	30	40	60	30	10	30

program. Except for Physical Sciences, the males rated these seminars Excellent or Good to an extent greater than 50 percent. In fact, the combined rate was 70 percent or higher in 9 areas. The girls registered a more than 50 percent combined Excellent-Good rating in 8 of the 13 areas. They were particularly pleased with Literature, Music, Psychology, Theatre, and Writing. Their disappointments were sharpest with the Mathematics and Physical Sciences seminars. On the whole, the residents had a much more positive reaction to the liberal arts exploratory program than to the business or vocational ones. The investigators feel that this was due to a number of factors, including dynamics of subject matter, teacher personalities, and similarities with existing group therapeutic discussions in the Houses.

In judging the importance of the liberal arts areas, both groups rated all subjects highly except, in the case of the females, History. This latter judgment is in line with their reactions to the History seminars. For the males, there was no "of little importance" rating for Art, Philosophy, Psychology, and Sociology.

Table 47 contains the reactions of 69 residents to the Human Engineering seminars. The majority of both groups felt that they were either Excellent or Good. In fact, the only Poor rating (16%) was registered by the females for Budgeting and Personal Finance. In judging the importance of the areas, both groups also indicated, by large majorities, that they were either Very or Sometimes important.

TABLE 47

REACTIONS OF 69 TOPIC HOUSE AND HALFWAY HOUSE RESIDENTS (57 Males, 12 Females) TO THE HUMAN ENGINEERING PROGRAM
(In Percents)

AREA	RATING OF SEMINARS								IMPORTANCE OF AREA					
	Excellent		Good		Fair		Poor		Very		Sometimes		Little	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Budgeting & Personal Finance	22	6	39	60	39	18	-	16	50	55	42	33	8	12
Grooming	29	34	42	33	9	33	-	-	67	33	33	55	-	12
Personality Development	64	29	27	57	9	14	-	-	75	50	25	33	-	17
Sex Education	67	46	26	46	7	8	-	-	64	72	36	17	-	11
Speech	29	50	42	33	29	17	-	-	57	32	43	60	-	8

Table 48 contains the residents' impressions of the teachers. The open-ended questionnaire item resulted in 5 positive- and 3 negative-type impressions. While most of the reactions were positive, the negative comments helped in determining whether those teachers should return for the second round of seminars. The data indicate that, on the whole, the instructors were interesting and helpful.

TABLE 48

GENERAL IMPRESSIONS OF MOST OF THE TEACHERS IN THE EXPLORATORY PROGRAM BY 136 TOPIC AND HALFWAY HOUSE RESIDENTS

IMPRESSION	NUMBER OF RESIDENTS
POSITIVE:	
Good Command of Subject Matter	43
Informative	31
Interested in Helping Residents	71
Interesting Teacher	80
Involved the Group in Seminar	76
NEGATIVE:	
Subject Matter Boring	18
Subject Matter Outdated	9
Uninteresting Teacher	24
NO COMMENTS	17

Table 49 lists the areas which residents would omit from future in-House programs. Exploratory Business: discounting the 23 percent male rate for secretarial science as expected, it is surprising that 17 percent should suggest the omission of Accounting. The females indicated a decided preference for retention of Office Management and Secretarial

TABLE 49

AREAS SUGGESTED FOR OMISSION FROM FUTURE IN-HOUSE PROGRAM BY 136 TOPIC AND HALFWAY HOUSE RESIDENTS
(108 Males, 28 Females)
(In Per Cents)

A R E A	RESIDENTS	
	MALE	FEMALE
EXPLORATORY BUSINESS		
Accounting	17	29
Advertising & Sales Promotion	6	18
Data Processing	7	21
Marketing	3	21
Office Management	3	7
Secretarial Science	43	0
EXPLORATORY LIBERAL ARTS		
Art	13	21
Economics	10	28
History	13	21
Life Sciences	4	7
Mathematics	11	26
Philosophy	8	14
Physical Sciences	6	21
Sociology	6	8
Theatre	8	7
EXPLORATORY VOCATIONAL		
Air Conditioning	10	-*
Auto Mechanics	8	-
Building Trades	8	-
Food Trades	3	-
Marine Maintenance	26	-
Truck Driving	31	-
HUMAN ENGINEERING		
Grooming	8	0
Sex Education	4	7

*Because attendance for females at the vocational seminars was optional and sporadic, they were not asked to respond to this item.

Science. Exploratory Liberal Arts: the males seemed content with the entire area, while the females showed some negativism toward Art, Economics, History, Mathematics, and Physical Sciences. Exploratory Vocational: only Marine Maintenance and Truck Driving were suggested strongly for omission by the males. Human Engineering: both groups appeared to approve retention of all areas of this program.

The investigators asked the residents to suggest additional topics for future seminars. Table 50 contains these suggestions. Among the occupational listings, only Fashion showed strength with both groups. However, Hotel/Motel Management was suggested by five males. The general topics covered a variety of areas and could serve as a basis for changing the existing program.

One of the questionnaire items pertained to the effect of the seminars on the residents' educational plans. Table 51 contains their responses. While the largest number indicated an interest in college work, there was moderate stress on high school equivalency study and vocational training. The bulk of the responses indicated intentions to enroll, rather than actual enrollment.

TABLE 50

SUGGESTIONS FOR FUTURE SEMINARS BY 136 TOPIC AND HALFWAY HOUSE RESIDENTS (108 Males, 28 Females)*

TOPIC	NUMBER OF RESIDENTS	
	Males	Females
OCCUPATIONAL		
Dispatching	2	-
Fashion	8	3
Hotel/Motel Management	5	-
Stuntman Training	1	-
Taxi Business	1	-
Veterinary Medicine	2	-
GENERAL		
Abnorral Psychology	5	1
Attitudes Toward Life	1	-
Alcoholism	6	1
Behavioral Sciences	1	-
Child Abuse	-	2
Human Compatibility	2	-
Nature of Prejudice	3	1
Poetry	2	1
Political Science	5	-
Poverty	1	-
Sports	2	-
Theology	1	1
Travel	-	2
NO SUGGESTIONS	52	17

* 8 Males did not respond to this item

TABLE 51

EFFECTS OF IN-HOUSE SEMINARS ON 136 TOPIC AND HALFWAY HOUSE RESIDENTS' EDUCATIONAL PLANS

P L A N	NUMBER OF RESIDENTS
Study(ing) for a high school diploma	22*
Enroll(ed) in a vocational school	14
Enroll(ed) at a college	33*
No effect	67

*6 residents indicated both

Table 52 lists the residents' suggestions for improving the in-House program. Their desire for field trips should be explored, but it should be remembered that many of them are not allowed off premises during their early rehabilitation. Their emphasis on liberal arts may reflect a thirst for general information or for an exposure to the wonders of nonaddicted society.

The teachers were asked to evaluate the seminars for the purposes of modification and improvement. The following excerpts from some of the reports indicate their reactions to the residents, their own feelings about the seminars, techniques and procedures used, and their suggestions for future programs.

Exploratory Business

Office Management and Secretarial:

"Using the experiential backgrounds of the residents, at Topic House the discussion was directed towards and touched upon all aspects of office jobs and management. The group was cooperative, showed good interest, and participated actively in the seminar discussions.

"At Halfway House, where the participants' work experiences are more limited, the discussions were more elementary, though many aspects of the outline were touched upon. The discussions centered more on the kinds of office jobs, their required skills and educational preparation, salaries, etc. The residents participated in the discussions, but most advised me they were not interested in office work as future careers."

Bookkeeping and Accounting:

"Actual business papers should be used to add a practical dimension to the seminars... Job motivation can be furthered through utilization of classified sections of newspapers... 3 sessions are inadequate for developing a theoretical base of accounting."

Advertising and Sales Promotion:

"Much of the Topic House dialogue concerned itself with Truth in Advertising and individual awareness of false or exaggerated claims. Most of the group appeared attentive and interested. I note a wide range of language abilities, from many who appeared very bright to several whose capabilities were more restricted.

"At Halfway House, in a much smaller group, I was able to see individuals, rather than an ocean of faces. Here I noted an individual sleeping, one or two relatively disinterested, and three or four extremely interested participants."

Marketing and Retailing:

"I took several residents to the College's Retail laboratory. They were excited by the equipment and its application in industry.

"Both groups were well behaved, polite, applauded on termination, thanked me for coming, and expressed interest in my next visit."

Data Processing:

"The entire attitude and atmosphere were positive. I found it very easy to relate to the groups. The seminars literally 'raced by' ... Many members of the groups had some data processing exposure. I found it quite useful to relate their experiences to our discussions. The information became real and within their scope. ...the Topic House members, on the whole, appeared more highly motivated than those at Halfway House. At Halfway, a considerable difference in attitude was evident. They appeared overtired or, more possibly, bored. Though I attempted to relay the same point, I was not so successful. The lower age level was significant. The individuals were not so immediately concerned with seeking employment or leaving the House. Many were more concerned with getting themselves together."

Exploratory Vocational

Commercial Art:

"The residents asked questions such as:

Will an ex-drug addict be hired?
Do they hire Blacks?
What will be expected of me when I start?
Do I need a high school diploma?
What training will I need?
What special talents do I need?
What are the advantages and disadvantages of the trade?
What special academic areas should I be good in?
Do I need special physical strengths?
How fast can I make money?"

Food Trades:

"Teachers in this program should:

Have a feeling for people.
Be honest and project honesty.
Be prepared to answer questions.
Be someone who has worked in the trade.
Be up to date in his field.
Be free of social prejudice."

Building Trades:

"Additional sessions should be added for vocational subjects. More time is needed for proper development of the areas."

Marine Maintenance:

"Seminar attendance should be voluntary so that a motivated group is involved."

Machine Trades:

"If possible, trips to factories and shops should be arranged. Special procedures could be demonstrated with advance notice."

Cosmetology; Barbering:

"The residents asked good questions, and were very concerned with how far they could go in the field."

Exploratory Liberal Arts

Art:

"Things went very well; lots of feedback and response. I introduced art and artists, sculpture, teaching art, the creative process and learning, and art careers. I also gave a clay demonstration."

TABLE 52

SUGGESTIONS FOR IMPROVING THE IN-HOUSE EDUCATIONAL PROGRAM BY 136 TOPIC AND HALFWAY HOUSE RESIDENTS

S U G G E S T I O N	NUMBER OF RESIDENTS
Include Field Trips	22
Increase Number and Time of Liberal Arts Seminars	15
Employ Younger Teachers	7
Use More Visual Aids	5
Make Attendance Voluntary	4
More Emphasis on Social Sciences	4
Increase Number and Time of Human Engineering Seminars	4
Increase Number and Time of Vocational Seminars	3
Hold Vocational Seminars at Working Location	2
Hold Seminars Outdoors During Warm Weather	2
Include Additional Creative Topics	1
Deemphasize Occupational Areas	1

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History:

"My topics were:

The cry and temptation of relevance.
Traditional history teaching (or, how to turn them off).
Alternatives.
This is the world that was.
This is the world that is.
Unthinkable thoughts and unanswerable questions.

"I was greeted with enthusiasm and warmth almost from the outset of my remarks. I attempted to create an understanding of the meaningfulness of history, how it should be taught in a college setting, and how the perception of reality and world events is shaped by an understanding of the historical roots of given problems.

"Frequent questions, disagreements, and a genuine give-and- take helped make this an exciting experience for the teacher and the group. Obviously, these young people were thirsting for some intellectual experience, something in the world of ideas which seems to be a dimension of their lives which is lacking.

"Of course, much of the discussion centered around contemporary problems. But I was surprised at the knowledge and understanding which came through in such a short time. I am sure that some of these young people would respond to college level experiences given by sensitive faculty. They have to be turned on to academia.

"Both groups expressed an interest in college work and I would urge that a continued effort be made to involve them. At the close of the sessions, I was flattered by sustained applause. That's the psychic income."

Theatre:

"I spoke about and we discussed:

Conventional American Theatre
Acting

Theatre (cont'd)

Directing
Producing
Off-Broadway and Broadway Theatre

"I offered to follow up as a consultant to an acting lab that they are interested in forming."

Psychology:

"We explored the field of Psychology:

Definitions
Physiology
Statistics
Learning
Perception
Child Development
Motivation
Emotion
Group Processes
Personality
Psychotherapy
Careers in Psychotherapy

"The discussions were great, partly because their therapeutic program is so psychologically oriented. Their questions showed insight and thought."

Physical Sciences:

"The visual aids were very effective. They covered the areas of engineering, photography, meteorology, oceanography, and civil aviation. My demonstrations of the Geiger Counter and replacement reactions, e.g., precipitation of CL and FL from drinking water, excited the residents. It's a pleasure dealing with these people."

Literature:

"I spoke at Topic House on April 6 and 8. I was there for close to two hours each time and met with such enthusiasm that I truly enjoyed the experience. The young men and women were vitally interested in all sorts of topics, both literary and non-literary and we rapped about things as far ranging as Nancy Drew and J.R.R. Tolkien. All things being considered,

the experience, I feel, was a very good one for all of us. In fact, so many of them seemed interested in an education that I invited Mrs. Silverman to allow as many of them as want to, to come to my evening class for the rest of this semester to see what college education is like.

"Unfortunately, as you no doubt have heard from other speakers, my experience at Halfway House was not nearly so productive. My first meeting on April 6th was filled with hostility and skepticism particularly on the part of one student who described anyone who reads Shakespeare as either "a fag or a weirdo." This led to much discussion and caused a schism in the group which was very difficult to overcome. He was not present at the second meeting on April 8th and, therefore, the meeting tended to simply be a rap session about whatever was on their mind covering topics as diverse as existentialism and drugs (which may not be a wide range, come to think of it). I was very dissatisfied with what I had found at Halfway House and the discussions, that we had missed much because all of the young men seemed not really interested and there under duress. Also there was one young man who would like to know how he goes about getting tutorial assistance from a high school. I said I would mention it to you and you would take it from there."

Philosophy:

"My subject, as you requested, had to do with Philosophy. I spoke on the meaning of the term, on its range as a formal area of study, on traditional schools or eras of Philosophical thought, and the like. Promptly, of course, I moved thereafter on what Philosophy means to me, to the young people there before me, to our age, etc., as it has to do with the ultimate meaning of reality, and thus with all the factors which converge in our own lives and our own times to make them what they are.

"The discussions were interesting and stimulating. At Topic House, the participants were more mature and seemed at a stage in their own rehabilitation, I would say, in which they were analyzing not only themselves, but the very things around which Philosophical considerations center--namely the world about them and their relationship to it. The mixed group offered something of an advantage, I think, and as I stated, the older participants also provided a wider contextual range for the entertainment of ideas. Many persons in this group were either formally knowledgeable or so basically intelligent that they had arrived at sizeable truths for themselves, quite unaware that in essence they were exploring quite as earnestly as the great Philosophers of the Past.

"I was slightly more perturbed at Halfway House because the group was completely male. I was simply thrust into a room with them and left alone, and so had to plunge into the discussion. They were quite marvelous, but I had the feeling that for the moment they had to cling a bit more to that which was safely defined for them. The discussion therefore was a bit more subjective, turning quite strongly onto their own problems or similar ones. With this group at one point, the discussion took a turn in which they themselves responded to and questioned one another as a result of a point which I had presented. I was complimented because both groups asked me back (the first group also asked about formal courses in Philosophy), but the fellows at Halfway House also went to the kitchen and returned with the Pledge that all take when they enter. It was something that they 'shared' with me, and I was happy that they thought me worthy of such sharing.

You see, therefore, that I too gained from the experience. Thank you for making it possible for me."

Music:

"You should have seen how they reacted to the Music I played, especially the contemporary styles. We also discussed the business aspects of music, a real shock to some of them."

Writing:

"On Thursday, May 20th, I talked with the residents of Topic House (1:00-2:30) and Halfway House (3:30-5:00) on the subject of writing. Essentially, I tried to show the basic need of all human beings to communicate with each other on either the verbal or non-verbal level. The arts, therefore, become not an incidental part of education and human development, but an essential part.

"I tried to show how both amateur and professional writers communicate their ideas and feelings to others. To this purpose, I read examples of true communication, 'real' essays written by some of my students, as opposed to 'canned' essays that do not reveal the writer's values and feelings. I also read poetry written by students at our college and distributed in mimeograph form to other students, in order to emphasize the point that true communication involves reaction from a real audience.

"I ended each seminar by playing a tape of Black women poets reading their poetry.

"I encouraged questions and discussions throughout each seminar and experienced a dynamic and spontaneous response at Topic House, but somewhat less of a response at Halfway House.

"The attendance was approximately 75-100 at Topic House and about 10 at Halfway House.

"As a final note, I would like to express my appreciation to you for permitting me to experience the joy of sharing ideas and feelings with such wonderful people. I have gone back to Halfway House to try to encourage one boy to continue his penchant for writing and will try to place him in a writing course at Nassau Community College this summer with an instructor who will understand his background and work with him sympathetically. I would like to do the same with the people at Topic House."

Sociology:

"The seminars on Sociology at the Topic House and the Halfway House on May 26, 1971 and June 2, 1971, consisted of discussions of theoretic topics, such as 'Society,' 'State,' 'Crime,' 'Suicide,' 'Religion,' 'War,' 'Morality,' 'Individualism,' 'Freedom,' and the rules and regulations by which mankind is governed. Leading the seminars was Dr. ---------- , a member of the faculty of Nassau Community College.

"The approach to the audience was by means of the Socratic Method. Thus, every one participated. Not one person in either group was left out. All had something to say; the discussions were lively and spirited. Innumerable questions were asked; interchange of opinion continued until even after the scheduled time limits. Some students asked pertinent (and sometimes) personal questions; a few inquired about Nassau Community College.

"In the opinion of the undersigned, all participants seemed genuinely interested and concerned. They appeared to be a worthwhile group of young people; all of them sought solutions to their individual problems.

"What struck this observer more than anything else was the prevalent mood of cynicism and skepticism. Many persons in the audience felt that theirs was a 'dog-eat-dog' society; some were bitter; some commented on the fact that they still could not see what was wrong with stealing (or even killing 'if necessary'). Some appeared distrustful; others, on the other hand, were genuinely optimistic. A number thought that they 'inherited' a shabby world from their 'elders.' Quite a few felt that the 'outside' was a 'jungle' of greed and destruction.

"It is the definite opinion of the undersigned that these seminars are productive, and should be continued and encouraged. A word of caution: speakers should be genuinely interested in these young people; didactic lectures and preachments should be avoided."

Human Engineering

Personality Development:

"There is extreme mobility in the student population and too many changes in the class composition occur at each session. The demands on the students' time interferes with their attendance and punctuality; hence, the program becomes a transient experience rather than a firm commitment to a new learning experience."

"Homework should be minimal, simple, and oral. The instructor must be prepared to improvise when students do not complete assignments. No recriminations should be given. The results of a questionnaire we administrered indicated that:

They enjoyed the course.
It assisted them in becoming aware of their own strengths and weaknesses.
They were pleased with a male-female instructor team.
They responded to the activities which demanded their participation."

"I'm terribly sorry for not having responded sooner. I had just wanted to say that my expectation of a group of 'hard freaks' was not borne out. I found the Topic House residents to be highly sensitive, intelligent people who were capable of great insight into the conditions of the world and themselves. Surprisingly enough both the group and I had felt that great strides were made not in self-awareness, but in finding meaningful individual approaches by which they would be able to achieve it. Unfortunately, I could not say the same about the experiences at Halfway House; I found the residents singularly insular and unwilling to 'open up.' Possibly, the age factor might have been significant.

"Specifically, I had attempted to explore various means by which greater depths of self-awareness might have been achieved after the conclusion of the sessions. During the first session, we had stuck rather close to the curriculum in an attempt to better understand our frame of reference - personality.

Personality Development (cont'd)

"From the point we discussed the development of perceptual differences from person to person on the basis of inherited and biological conditions as well as a discussion of the environmental factors involved in such differences. 'All people are created equal, but some are more equal than others.' Secondly, we discussed different processes of communication; the development of language; kinesics; etc. Group discussions were held in which attempts were made to understand the interpersonal dynamics of the situation. Understanding not on the basis of what was said but how. Cultural differences between people and its influence on self-concept was another subject raised.

"The sessions were run as pseudo-encounter sessions and individual awareness of group dynamics was stressed. I should have sent you a curriculum but I find writing about non-concrete experiences difficult, and my patience short.

"If you would really like to find out what went on, I would be happy to either come down to Nassau or to chat on the phone. I shall be returning to England on October 4, so anytime before would be fine.

"I would like to thank you for a most wonderful opportunity."

Speech:

"We studied the individual's course from infancy until the time he belongs to a group, the kinds of transactions in which he may participate, the manner in which he sets up and becomes engaged in chains of transactions. This is sufficient information to understand the operations of any individual in any group in terms of social dynamics."

"It might be assumed that the major speech problem for the residents is to acquire a linguistic sense, a feeling for organization, or something to talk about. This assumption would be wrong. People need

Speech (cont'd)

to develop proper attitudes toward speech-making. They also need to develop a sense of substance about speechmaking, where to find ideas and how to nourish them."

"Underlying this program (speech) is the assumption that effective oral-communication is brought about by the understanding of the self and the other in the societal context. The group members should gain an understanding of the importance of effective speech-communication by participating in the program. Their survival, their upward mobility, their decision making processes, their management of conflict, in short their ability to cope with the straight society will be examined through the framework of effective oral-communication. Hopefully, the group member will find stimulation in his society through speech-communication interaction with his fellowmen."

Sex Education:

"This mini course in sex education is offered in five (5) two-hour sessions. About one-half of each session is a formal presentation of material followed by questions and deeper investigation into the area under study."

"This is a very informal session on sex education which attempts to have the participants discuss their feelings, attitudes, and knowledge about sex and sex related matters. Usually, during this session one can sense the level of sophistication and/or ignorance and misunderstanding. While the participants may discuss this topic freely with their peers, much work is required for them to relate to the instructor, since a discussion with an authority figure on this topic, in the setting of a class structure, is usually taboo."

Grooming:

"The purposes of the grooming seminars were to:
Develop a sense of awareness regarding grooming--
Help the resident understand what will be most rewarding for him/her in terms of outer appearance--
Help the resident understand what is expected in terms of grooming for business, social, and school situations--
Discuss the changes that have taken place in society's attitudes towards dress and grooming."

"The residents showed great interest in such questions as:
What looks best on me?
What should I wear?
How can I change my image through grooming?
Do I use cosmetics correctly?
Will my hair style spoil my chance for a good job?
How can I convince an employer that my long hair has nothing to do with my job performance?"

Budgeting and Personal Finance:

"We discussed the following topics:

How to get more out of your dollars.
What you should know about savings; housing; college costs; investing; credit.
How much are you worth?

"We read and discussed Federal Reserve Bank booklets:
Genuine or Counterfeit Money:
Master or Servant
Keeping Our Money Healthy
The Balance of Payments

"We reviewed a film, Money on the Move. We analyzed a Master Charge brochure and completed sample application blanks. The residents raised many questions about their own and their parents' personal money situations. I enjoyed the exchanges immensely."

The educational coordinator indicated that the in-House program was important for the residents' liaison with nonaddict society. She felt that the wide range of topics, coupled with the obvious interest of the instructors, did much to enrich the therapeutic structure. She was particularly grateful for the voluntary participation by several of the teachers as followups to the formal sessions. The excerpts below are taken from a letter which she wrote to one of them.

> "I want to thank you personally for your exciting presentation. The residents were really involved, to such a point that I had to drop you a note and 'share' this happening.
>
> "A black resident named ---just left my office. He was impressed with your honesty and knowledge of subject matter, and felt he would like to organize a group of the black residents to rap with you about African History, the Black Man's Identity, and other relevant topics.
>
> "This is a tremendous compliment, one I feel you deserve. I said, 'Do you believe that a white man can help a black man with his identity?', and --- said 'He can, he's honest, and we respect him.'
>
> "So if you could come to Topic House any Wednesday evening about 9:00, just for this group, I would greatly appreciate it, and so would they. It's a step in a very positive direction."

The House Coordinators supported the in-House program in many ways. They readjusted time schedules, attempted to motivate residents, handled emergency situations with dispatch, provided physical items, and offered frank opinions about several seminars. It was obvious to the investigators that the program could not succeed without their active support.

COMPARISON OF URBAN AND SUBURBAN THERAPEUTIC CENTER RESIDENTS

The Phase II report included a recommendation that Topic House, a suburban center, be compared to urban centers to determine similarities and differences in populations and programs. Table 53 contains comparative data of Topic/Halfway House residents and those in four urban Houses in the areas of personal characteristics, educational involvement, work experience, and vocational goals. The number of urban residents ranged from 19 in Center #1 to 225 in Center #4.

Age: The bulk of the population in all five Houses was in the 18-22 and 23-27 categories. While 92 percent of the Topic/Halfway residents were in these age groups, the urban center range was 74 percent to 80 percent. All four urban centers had a larger percent of residents in the "over 27" category than did Topic/Halfway Houses.

Sex: Urban center #1 had an all-female residency. The remaining Houses, including Topic/Halfway, were largely male in the ratio of approximately 4 to 1.

Veteran Status: Most of the residents had not served in the military branches. However, in urban center #2 about one-fourth of the population was in the veteran category.

Marital Status: The large majority of all the groups was single. While none of the unmarried Topic/Halfway residents had children, the opposite was true for all four urban centers. Urban Center #1 (the female House) had 31 percent of its single residents with 1-2 children. The Topic/Halfway married, divorced, or separated residents had no children.

With the exception of Urban Center #4, most of the other Urban House residents in this category had children. Sixteen and one-half percent of Urban Center #1 and 15 percent of #3 married, divorced, or separated residents had five or more children.

Number in Family: Except for Urban Center #1, the largest family size was 3-5. Ten percent of Topic/Halfway residents were in families of "9 or more." The completely female facility had 53 percent of its members in families of six or more.

Family Income: Only Topic/Halfway and Urban Center #4 showed family incomes over $10,000. Center #1 residents were largely in the $3000-5000 category (63%). Fifty-one percent of Topic/Halfway, 52 percent of Center #2, and 56 percent of Center #4 residents were in families with incomes of $6000 or more. It should be pointed out that, with the exception of Center #1, approximately 30 percent of the residents did not know or did not report family income.

Referral Source: Fifty percent of Topic/Halfway residents were referred to the Houses through jails. This was the highest rate by far among the five groups. Storefront referrals were well represented in Topic/Halfway Houses and Urban Centers #3 and #4.

Addiction History: More than half of Center #1 residents were in Category "1-3 years," whereas the others showed rates from Topic/Halfway's 19 percent to Center #2's 31 percent. Topic/Halfway's 11 percent in the Category "9 or more" was lower than that of any Urban Center.

Type of Drug Used: Heroin was by far the most common drug used in all Houses although the smallest rate was registered by the Topic/Halfway residents. The lack of marijuana use by Center #1 and #2 residents is rather surprising. Barbiturates were in far greater use in all cases than were amphetamines. L.S.D. was used by 28 percent of Topic/Halfway residents, not at all by those in Centers #1 and #2, and by relatively few in Centers #3 and #4 (16% and 11%, respectively).

Education: Approximately the same percents in all groups went no further than junior high school. About half of Topic/Halfway people completed only high school; this rate was much higher than those of the Urban Centers. No more than 6 percent of any House completed one or more years of college. Centers #2 and #4 had college graduates.

Type of Job(s) Held in Past: Except for Center #2, clerical and sales positions comprised the largest job category. Though Topic/Halfway showed a wide range of experience its total involvement was lower than that of three of the Urban Centers. This fact is probably related to Topic/Halfway's younger age group. The suburban group, however, was little different from the others in the "professional, technical, managerial" category despite its younger age.

Present Training Program: The High School Equivalency program comprised the largest category of training (excluding Topic/Halfway's in-house seminars). There was little in the way of vocational program involvement in any House.

Thirty-eight percent of the suburban residents were involved in collegiate training, whereas only Urban Center #4 had residents in this category, a meager 2 percent. High School Equivalency study has become mandatory in Centers #3 and #4.

Require Tutor During Training: While the majority of residents in each House needed tutors, Topic/Halfway's affirmative response was less than those of the Urban Centers.

Enrolled Tutor During Training: All of Topic/Halfway's and most of Center #4's residents secured aid from the House counselor for training enrollment. The data indicated that most residents require help in program involvement.

Cost of Present Training Paid By: Every resident in training was funded by an agency. This was due to two factors: financial need, or an unwillingness to depend upon parents, relatives, or friends for support. Therapeutic residents are given meager allowances which could not possibly provide for tuition or other training needs.

Present Training Program Conditions: The suburban group indicated that it did not have sufficient study time. Of the Urban Centers, only #2 expressed this feeling.

Limit on Training Hours: Every House established maximum numbers of training hours. This restriction affects the nature of the programs in cases where lengthy daily attendance away from the Houses is required.

Training Conflict with House Duties: While a bit more than half of Topic/Halfway found conflict between training and House duties, the Urban Centers were heavily weighted one way or the other. Centers #1 and #2 felt the conflict

while centers #3 and #4 did not.

Top Priority: The suburban center indicated that House duties took priority over training (72%). Of the Urban Centers, #1 and #2 expressed the same view, while #3 did not (100%). Center #4 was evenly split on the question.

Present Employment: relatively few in any of the Houses were working. Of those who were employed, clerical and sales positions were well represented. Urban Center #4 had 33 percent of those working in the professional, technical, managerial category.

Salary Per Hour: most of the suburban House working residents earned less than $3 an hour. Ninety-three percent of Urban Center #4 residents earned $3-5 an hour. City salaries are generally higher than those in suburban areas. It should also be noted that #4's working group was in therapy longer than those in the other Houses.

Employer Aware of Drug History: half of the suburban group employers knew of the residents' drug backgrounds; two-thirds of Center #4 employers were aware of this fact.

Vocational Goals: Topic/Halfway residents had aspirations largely in professional, technical, and managerial areas. This was true, also, for Centers #3 and #4. Centers #1 and #2 showed 95 percent and 69 percent, respectively, in the "uncertain" category. Not one in Center #4 was uncertain.

Possess Own Source of Income to Pursue Training: very few residents in any of the Houses possessed income for training. This situation must not be overlooked in counseling

TABLE 53

COMPARISON OF PROFILE DATA, EDUCATIONAL INVOLVEMENT, WORK EXPERIENCE, AND VOCATIONAL GOALS OF RESIDENTS AT TOPIC/HALFWAY HOUSES (SUBURBAN THERAPEUTIC CENTERS) AND FOUR URBAN THERAPEUTIC CENTERS -- SEPTEMBER 1970-JUNE 1971

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
AGE:	N (82)		N (19)		N (45)		N (62)		N (225)	
15-17	6	7	0	0	1	2	8	13	7	3
18-22	50	61	12	63	17	38	35	57	109	48
23-27	24	29	3	16	16	36	14	23	73	32
Over 27	2	3	4	21	11	24	5	7	36	17
SEX:										
Male	63	77	C	0	35	78	52	84	191	85
Female	19	23	19	100	10	22	10	16	34	15
VETERAN STATUS										
Veteran	10	12	0	0	11	24	4	6	31	14
Non-Veteran	72	88	19	100	34	76	58	94	194	86
MARITAL STATUS										
Single	64	78	13	68	28	62	49	80	180	80
Children										
1-2	0	0	4	31	2	7	6	12	15	8
3-4	0	0	0	0	0	0	0	0	0	0
5-or more	0	0	0	0	0	0	0	0	0	0
None	64	100	9	69	26	93	43	88	165	92
(Married)	8	10	0	0	3	7	8	13	24	11
(Divorced)	3	4	2	11	3	8	3	4	21	9
(Separated)	7	8	4	21	11	23	2	3	0	0
Children										
1-2	0	0	4	67	9	52	6	46	6	13
3-4	0	0	0	0	4	24	2	15	4	9
5 or more	0	0	1	16.5	0	0	2	15	0	0
None	18	100	1	16.5	4	24	3	24	0	78
NUMBER IN FAMILY										
1-2	9	11	4	21	8	19	8	13	32	14
3-5	47	57	5	26	20	44	29	48	124	55
6-8	18	22	7	37	14	31	20	32	56	25
9 or more	8	10	3	16	3	6	5	7	13	6

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TABLE 53 (cont'd)

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
FAMILY INCOME:										
$3000-$5000	15	19	12	63	9	19	19	31	38	17
$6000-$8000	17	21	3	16	6	14	16	26	43	19
$9000-$10000	9	11	4	21	17	38	5	7	31	14
Over $10000	15	19	0	0	0	0	0	0	52	23
Did not know or did not report	26	30	0	0	13	29	22	36	61	27
REFERRAL SOURCE:										
Storefront	25	31	0	0	4	9	27	44	94	42
Friend or Relative	7	8	3	16	12	27	7	11	51	23
Jail	41	50	6	31	11	24	25	40	67	30
Other	9	11	10	53	18	40	3	5	13	5
ADDICTION HISTORY										
Number of Years										
9 or more	9	11	4	21	15	33	9	15	53	24
7-8	6	7	0	0	6	13	9	15	28	12
4-6	52	63	5	26	11	24	28	45	95	42
1-3	15	19	10	53	14	31	16	25	49	22
TYPE OF DRUG USED*										
Heroin	64	78	19	100	39	86	59	95	202	90
Cocaine	8	10	0	0	10	22	30	48	47	21
Morphine	0	0	0	0	0	0	10	16	0	0
Marijuana	41	50	0	0	0	0	50	80	102	45
Barbiturates	27	33	6	31	28	62	26	42	98	44
L.S.D.	23	28	0	0	0	0	10	16	24	11
Mescaline	3	4	0	0	0	0	20	32	28	12
Amphetamines	13	16	2	11	15	33	7	11	19	8
Other	29	35	3	16	8	18	0	0	0	0
*Multiple drug use included										
EDUCATION (Highest Level Completed)										
Elementary	3	4	1	5	2	4	3	5	7	3
Junior High	3	4	1	5	4	9	4	6	13	6

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TABLE 53 (cont'd)

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
EDUCATION:										
High School										
9th Year	4	5	8	42	3	7	9	15	39	17
10th Year	19	23	2	11	8	18	14	22	47	21
11th Year	8	10	4	21	9	19	12	20	39	17
12th Year (G.E.D. Included)	40	49	3	16	16	37	19	31	72	32
COLLEGE:										
Freshman Year	2	2	0	10	1	2	1	2	1	.5
Sophomore Year	2	2	0	0	1	2	0	0	2	1
Junior Year	1	1	0	0	0	0	0	0	3	1.5
Senior Year	0	0	0	0	1	2	0	0	2	1
TYPES OF JOB(S) HELD IN PAST*										
Professional, Technical, Managerial	6	7	3	16	6	13	2	3	21	9
Clerical, Sales	39	48	16	84	12	27	32	52	52	23
Service Occup.	9	11	4	21	16	37	18	29	38	17
Farming, Fishing, Related Occup.	1	1	0	0	0	0	2	3	4	2
Processing	1	1	2	11	8	18	9	15	18	8
Machine Trades	6	7	0	0	5	11	5	7	9	4
Bench Work	5	6	0	0	5	11	2	3	4	2
Structural Work	3	4	0	0	7	15	2	3	7	3
Miscellaneous	12	15	1	5	8	18	4	6	14	6
*Multiple Listings Included										
PRESENT TRAINING PROGRAM:										
High School Equiv.	19	23	10	53	3	7	33	53	70	31
Vocational	1	1	0	0	0	0	1	2	5	2
College	16	20	0	0	0	0	0	0	4	2
Other	82*	100	0	0	0	0	2	3	1	5
*In-House (All Residents)										

TABLE 53 (cont'd)

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
REQUIRE TUTOR DURING TRAINING										
Yes	27	61	8	80	3	100	36	100	60	75
No	14	39	2	20	0	0	0	0	20	25
ENROLLED FOR PRESENT TRAINING										
On Own	0	0	0	0	2	67	0	0	12	15
Aid of School Counselor	0	0	0	0	0	0	0	0	7	8
Aid of House Counselor	36	100	4	40	1	33	3	8	61	77
Other	0	0	6	60	0	0	33*	92	0	0
*Mandatory Enrollment										
COST OF PRESENT TRAINING PAID BY										
Resident	0	0	0	0	0	0	0	0	0	0
Agency	36	100	10	100	3	100	36	100	80	100
PRESENT TRAINING PROGRAM CONDITIONS										
Enough Time To Study										
Yes	15	42	7	70	1	33	36	100	62	78
No	21	58	3	30	2	67	0	0	18	22
Limit On Number Hours										
Yes	30	83	6	60	3	100	36	100	37	46
No	6	17	4	40	0	0	0	0	20	25
Did Not Answer	-	-	-	-	-	-	-	-	23	29
Training Conflict With House Duties										
Yes	19	52	8	80	3	100	0	0	15	19
No	17	48	2	20	0	0	36	100	65	81

TABLE 53 (cont'd)

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
Top Priority Training										
Obligation	10	28	4	40	0	0	36	100	33	41
House Duties	26	72	6	60	3	100	0	0	47	59
PRESENT EMPLOYMENT										
Not Working	70	85	17	89	*	*	62	100	195	87
Working	12	15	2	11	-	-	0	0	30	13
Type of Job:										
Professional, Technical, Mgrl.	0	0	0	0	-	-	-	-	10	33
Clerical, Sales	5	42	1	50	-	-	-	-	8	27
Service	0	0	0	0	-	-	-	-	7	23
Farming, Fishing, Related	0	0	0	0	-	-	-	-	0	0
Processing	0	0	0	0	-	-	-	-	0	0
Machine Trades	2	17	1	50	-	-	-	-	1	3
Bench Work	0	0	0	0	-	-	-	-	1	3
Structural Work	1	8	0	0	-	-	-	-	2	8
Miscellaneous	4	33	0	0	-	-	-	-	1	3
*Duties at House Only										
Salary per Hour										
More than $5	0	0	0	0	-	-	-	-	0	0
$3 - $5	3	25	0	0	-	-	-	-	28	93
Less than $3	9	75	2	100	-	-	-	-	2	7
Secured Job On										
Own	4	33	0	0	-	-	-	-	20	67
Through House Counselor	6	50	0	0	-	-	-	-	5	16.5
Through Other Agency	2	17	2	100	-	-	-	-	20	67

TABLE 53 (cont'd)

ITEM	TOPIC/HALFWAY HOUSES		URBAN CENTER #1		URBAN CENTER #2		URBAN CENTER #3		URBAN CENTER #4	
	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent	Resident	Percent
Employer Aware Of Drug History										
Yes	6	50	1	50	-	-	-	-	20	67
No	6	50	1	50	-	-	-	-	10	33
VOCATIONAL GOALS										
Professional, Technical, Managerial	23	28	1	5	5	11	19	31	10	33
Clerical, Sales	9	11	0	0	6	13	6	10	5	16.5
Service	8	10	0	0	3	7	8	13	5	16.5
Farming, Fishing Related	0	0	0	0	0	0	0	0	0	0
Processing	2	3	0	0	0	0	0	0	5	16.5
Machine Trades	4	5	0	0	0	0	4	6	0	0
Bench Work	0	0	0	0	0	0	0	0	5	16.5
Structural Work	3	4	0	0	0	0	2	3	0	0
Miscellaneous	2	3	0	0	0	0	10	16	0	0
Uncertain - Did Not Answer	31	36	18	95	31	69	13	21	0	0
POSSESS OWN SOURCE OF INCOME TO PURSUE TRAINING										
Yes	4	5	0	0	2	4	5	7	4	2
No	78	95	19	100	43	96	57	93	221	98

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residents for short- and long-range training programs after reentry.

IMPACT OF EDUCATIONAL/VOCATIONAL COUNSELING ON HOUSE PROGRAMS

Prior to Phase II of this study, training programs available to Topic and Halfway House residents consisted exclusively of High School Equivalency study. The involvement of the investigators and OVR stimulated the development of:

1. Collegiate study
2. Vocational training
3. In-House seminars
4. Staff (ex-addict) seminars

This multifaceted program enables all residents to participate since a major portion of it is conducted on premises. Even those recently admitted to the residential facility can and do attend. The importance of this cannot be stressed enough, because it affords the new resident an immediate appreciation of long-range opportunities available to him upon completion of the therapeutic program.

The investigators examined the development of Urban Center #4's educational program (see table 53). An interview was held with its educational/vocational counselor, who made the following points:

1. Prior to his coming, a volunteer teacher had attempted to develop a broad training program. Despite a general House feeling that collegiate education and vocational training were worth-

while, not one resident was so involved. The only active programs consisted of remedial instruction and GED training.

2. He felt that "many of our staff and residents had the ability to undertake higher education but needed a strong push. My approach was direct. I began counseling the top echelon staff as to the rationale for their starting school immediately. Areas explored included the trend towards professionalism in the therapeutic field as well as the necessity to 'keep their backs covered.' The initial response was good; however, no one seemed to be taking concrete steps towards actualizing their goals. I, then, pushed three people into Brooklyn College's Small College Program. This involved liaison with the appropriate deans as well as personal trips to register these individuals. From then on, it was downhill. There are currently 34 people who have been involved in higher education during the past year."
3. The students attended a variety of institutions:
   Brooklyn College (City University of New York)
   Columbia University
   New York University
   Bronx Community College
   Webster College (St. Louis, Missouri)
   Pace College

City College (City University of New York)

Sullivan County Community College

Mercer County Community College (New Jersey)

Syracuse University

While the majority of students are funded by OVR, others receive support from the GI Bill, Model Cities programs, and scholarships. Several pay their own expenses.

4. The House has registered eight staff members (ex-addicts) in Independent Study through State University of New York. He indicated that "the House wants to see how this works out in terms of demands on the individuals involved before going ahead with residents. I am meeting with these people and am tutoring them and in general making sure that they receive all the backing and support that they need. Fees were a problem but the persons involved came up with the money and we are under way. All students in the Independent Study Program are highly motivated."

5. He has arranged enrollments in:

   a tractor trailer school

   a lab technician institute

   a dietetics school

   an electronics insitute

   an industrial education center

   a Manpower career development agency

   a barber school

a school of photography

a company training center.

6. His remarks about the development and acceptance of education at the center are indicators of the necessity for organization on a formal, paid basis. It is apparent that a counselor must be the catalyst to interest, motivate, and involve, first staff, then residents, in training programs. He stated that:

"The impact of education and training on the entire therapeutic community has been fantastic. Prior to the inauguration of the program, only one person was involved in college and a few in training. Today, every high level staff member is also a college student, or is in the process of being involved. On an organizational basis this involves:

"The Director of Program, his deputy and every director of a residential facility and many other staff in subordinate capacities are also involved. These people carry books to work and are not only highly committed but highly visible. The role model that they play now includes the role of student. The deep involvement of the staff has great significance throughout the therapeutic community. This is observable in the heightened interest in the G.E.D. program. It is manifested by the large number of residents who come up to my office with deep motivation for an education. The educational aspirations of the entire therapeutic community have been visibly raised.

"Training has similarly become visible and viewed as desirable by residents. The broad gamut of training in which residents are involved opens up these vistas to newer members. There has been a significant increase in applications for training.

"The residents are encouraged and stimulated via seminars as well as individual counseling sessions. The extent to which the House leadership is involved may be measured by the fact that the Deputy

Director of Program and myself run these motivational sessions jointly.

"The attitudes toward education and training are highly positive and the aspirations and goals of the entire therapeutic community appear to have been raised considerably.

"When I came here, education was seen as something desirable, yet frightening, and really an impossible dream. The residents' rationale for not being able to pursue an education included:

1. Criminal records
2. Poor prior academic achievement
3. Lack of funds

"Some residents had dropped out and felt that they could never be reinstated.

"The residents didn't believe 'in their belly' that they could pursue their education. They now know that their directors are doing well and this has made all the difference in the world.

"Education is now seen as a realistic goal and is actively pursued.

"The attitude of staff may be seen in one director's serious attempt to have a House university. This individual came here as a frightened kid who had not finished high school. He now has 7 credits under his belt and really preaches the educational message to his House. He has assigned a full time coordinator to assist the G.E.D. teacher so that more people could benefit from the educational process.

"There have been residents who have gotten jobs as a result of our educational program. The possession of a G.E.D. facilitates placement in an unusually tight labor market. Our typing class has provided a few people with enough skills to either get a better job or on the job training. School at our facility is seen as a work responsibility as well as a privilege that one keeps by performance. The entire work ethic is basic to our philosophy and this is incorporated into education and training.

"The social adjustment to straight society has been enhanced by our program. The ability to adjust is a function of being able to secure a viable job. Education and training have a profound influence

on the type of work a person gets as well as the goals he sets for himself. Our people do have goals and are actively involved in pursuing them. They are not sent out as stock boys or porters. They are encouraged to strive for a job that affords real opportunity for growth and to the extent possible to work in areas they can feel some pride in.

"The impact of the program on different age groups is hard to measure. Older residents (our range is from 16 to 50) tend to have greater fears and practical problems. Getting them involved is an arduous task, yet some are getting involved. The younger people are more enthusiastic and it's easier working with them. School is not something in their remote past and they make a faster adjustment.

"I cannot measure the effect of education on recidivism other than to note that the split rate among people actively involved in education or training on a post secondary level seems very small."

The similarity between the genesis of educational programs at Topic House and Urban Center #4 are striking. In both cases, an idea was implemented by paid professionals, accompanied by strenuous efforts to convince the House leaderships (ex-addicts) of the importance of training. In both situations, too, the initial trainees were the staff members (ex-addicts) themselves. It would appear that the two experiences can serve as models for the institution of similar programs in other drug therapeutic centers.

URBAN CENTER #1

The investigators also examined the status of the educational program at Urban Center #1. Two full-time High School Equivalency teachers are employed to work with the residents, with attendance compulsory for those without diplomas. Attendance is denied temporarily to those whose efforts are found wanting.

Workshops are held for residents who possess diplomas. These are conducted by volunteers and cover a wide variety of topics, including music, arts and crafts, art history, bible study, and English.

The G.E.D. program is conducted on two levels: conventional and preparatory classes, and basic remedial classes (pre-G.E.D.). Special materials, including Science Research Associates Publications, are utilized.

Discussion groups for all residents are held sporadically and are run by volunteers. Topics are related to residents' personal needs and to a widening of their intellectual horizons.

A rating scale is prepared for residents by staff members and covers the areas of education/recreation, therapy, and behavior (see appendix E).

URBAN CENTER #2

Urban Center #2's educational program evolved over a relatively short span of time. The counselor (called Opportunities Coordinator) with whom the investigators discussed the program has been responsible for much of its progress. His spring 1971 report, Growth and Development of the Opportunities (Education and Placement) Program, describes its metamorphosis. Excerpts from the report follow:

> In August of 1969, when I was hired to work in the educational area of our project, little was defined or known of the process or its outcome. There was little precedent in other such programs, as many therapeutic community schools were limited to some high school equivalency preparation, informal remedial tutoring, and sporadic guidance counselling, regarding future academic and/or occupational placement.
>
> After sixteen months, our department provides all of these services, within a consistent though still weak structure. Strengthening of the structure will come through greater centralizing and documenting of our services and contacts with other agencies, re-evaluating regularly the suitability of such agencies for our needs, and making input back into these agencies, by supporting them and providing reciprocal services.
>
> As dialogue increases with outside agencies, it is also necessary to accrue feedback as to the efficiency of our department and the reliability of our "product," the rehabilitated addict, which we send to the school or employer. How many, once into college, prep school, vocational training, or gainful employment do succeed; and with what attitude and degree of consistency? How well does our product contribute toward strengthening the degree of confidence with which a school or employer will make opportunities available for the ex-addict in the future?
>
> Our actual placement in schools and jobs is very recent (only since September, 1970). The recency is due primarily to the lack of addicts who had been in treatment long enough for "re-entry" prior to that date; and the greater stress, until then, on education rather than placement.

The first year's work was to specify and define how and what should and could be taught to residents in treatment, considering all clinical factors on the one hand, and the realistic need for credentials and equipment for proper reentry, on the other. Our job is to consider the newly admitted prospect as a client who, while learning how to live without drugs, has, at the same time to realize his needs and talents and have them directed and mobilized within about fourteen months time.

To best show the direction of our trial and error stage, I have decided to list, in chronological order, the stages and forms of our guesswork over the twelve months, and their outcomes at every level. This is a list which comprises a history. There were some very good guesses and some very grave errors made; all contributed, however, to a clearer understanding of what can work. In the past four months our rate of progress has been much greater than in the first twelve. I feel that our future direction shows even more promise, based on what we've done so far.

Storefront Seminars, 8/69 to 10/69:

At this early stage, our community facility was our community orientation center (C.O.C.), where "raw" addicts usually came to be interviewed, "cleaned up," and prepared for life in a residential or day care facility, where they received treatment. They were also observed as to their general attitude and motivation so that by the time they entered treatment there was some degree of sincerity and commitment demonstrated.

In 8/69, our resident population was between fifteen and twenty, coming five, then six days a week, from nine to five, living at home and subsidized by welfare assistance. This C.O.C. generated the core group of fifteen, which was to open the treatment facility on 10/1/69.

Residents at the C.O.C. had the usual work day, beginning at nine a.m. with a morning meeting, and terminating between three and five p.m. with encounter group sessions. One p.m. was seminar time, when residents gave a session designed to "broaden their scope of the real world." It was this hour that was first used for education.

These seminars which I ran dealt with a more sophisticated and sometimes academic view of the data of our treatment concept: feelings, relating, self-reliance, etc. My intent at that time was to discipline

the "street rap," giving the resident a responsibility to logic; to help him experience constructive verbal communication, which resulted from thought and creativity.

A residential treatment house was about to open and the spirit of long-term commitment was emerging. Residents were considering the possibility of intellectual development by suggesting books, records, and programs which they felt would be needed in the new House. More important, they were relating to themselves as possible scholars, showing a genuine interest in educating themselves in matters outside the treatment "concept." Until the opening of the house on 10/1/69, seminars began to be true vehicles for broadening the resident's scope of the square world.

Communication Workshop in the Residential Facility, 11/69 to 1/70:

In early November, I began the "Communication Workshop" program, which included all of the residents, numbering between twenty and forty. Classes were small, with a maximum of ten. They met about twice a week, using soft chairs, coffee, a quiet room, and informal atmosphere. The regimentation pressures of the therapeutic community were relieved, job function and titles were suspended, and the participant's role was to "plug into his own identity, by assuming the posture of an artist."

The main idea of the class was that many human problems are communication problems. Communication is a skill which can be developed. A good communicator has less "backed-up signal," or less information held back, which he really wants to "send" to a "receiver." When inner messages are kept inside like this, there is frustration and the frustrated sender just "acts out" (e.g. by shooting dope, assaulting, hurting, physical crime, etc.). These anti-social acts are just poor, ineffective substitutes for the more natural and direct requests for love and attention.

The verbal is not the only or even the best mode of communication at all times, but it is often the handiest and the easiest to develop by simple practice. Furthermore, transferring good verbal skill to another mode (e.g., written) is simple once you realize that the only difference is in the "doing part" (e.g., spelling out the "said" words in writing of the same exact communication process, with the same object, to send messages, or signals, or information) for the same reason

(personal and natural fulfillment of a real need to communicate).

In the performing arts, we communicate by body motion, as in dance and mime; we combine modes, as in drama; transfer sound symbols in music, and visual form in art, always varying parts of our material, as in hue, brightness, and saturation.

Three R's Program, 1/70 to 8/70:

The communication workshop was a live and valid phenomenon, which worked as an inspiration throughout the house. However, by early 1970, we realized the need for a more practical and realistic program, designed toward better functioning, once the treatment process was over. We began our Three R's program, which was roughly graded on two levels of reading comprehension, understanding of grammar usage, and general math. High school graduates continued in communication workshop and creative writing classes. At this point, two other teachers were hired, one for writing and grammar, and one for math; I taught reading comprehension. Our direction was toward better functional education, with a tacit understanding that passing the high school equivalency test was the ultimate goal.

In 3/70, our project made contact with a high school for administration of the high school equivalency exam. Our classes were designed to give each resident between twelve and fifteen class hours per week. Back-up tutoring was provided by the school graduates in the house.

Around May, 1970, we sent eight candidates for the high school equivalency diploma. Of the eight, five passed. Among those who failed was one resident who was pregnant and had very little class time. The other two had particular difficulties in learning, and one hadn't been to school for over twenty-five years. Of those who passed, one had a fifth grade education, shot dope for over thirty years, and is forty-four years old. He is preparing for college now. Of the other four, three are currently in colleges on scholarships (Fordham, City College, and Long Island University); the fourth, with a wife and four children, is receiving counselling and assistance from the Division of Vocational Rehabilitation.

The effect of our training on these residents is hard to measure, since so many factors could have contributed to their success on the test. However,

my feeling is that our strongest contribution has been motivational. That is, presenting them with the real possibility for getting these things, and reinforcing them by giving them successful academic experiences, often for the first time in their lives, so that the natural outcome would have to be a high school diploma and pursuit of higher educational and/or occupational experiences.

It should be noted that most college entrance counseling went little further than pointing the resident to a few possible resources, and allowing him to do the rest. Even my own contacts were cumulative, begun by my small lead, and expanded along the way by aggressive and convincing residents, who got special scholarships and life-experience college credits, by their own industry.

Education and Placement Services ("Opportunities Program") 8/70 to the present:

The emergence of experienced residents (ten months or more) and a true reentry group underlined the need for more development of educational and placement services. Besides treatment needs, by August, 1970, our project had so grown and developed that now day care and prevention centers had need for these services. By this time, the other two teachers had been moved to different areas of the project, and I was stressing more and more outside education, since we had some residents who had been in treatment long enough to go to outside schools.

On 8/7/70, I was given the responsibility of coordinating all education and placement services for the project. By 9/1/70, I began operation. My procedure was to counsel a cross section of residents individually, making referrals to schools and counselling agencies, and seeking out new agencies for new needs, or to share the burden of large needs, such as a good high school in the square world, or a good tutoring or deficiency program, to fill the gap between a sparse high school education, and a college goal.

In just these few months, many agencies have emerged to service us and provide feedback about our residents. Among them are some of the finest high schools, prep schools and universities in the area. In all cases, scholarships have emerged where needed. Two of our key agencies are Division of Vocational Rehabilitation, which provides testing, counselling,

and money for pursuit of academic or occupational training as part of the resident's reentry and Educational Assistance Center, which has counselled many of our residents, finding the best higher education plans for them and getting them enrolled.

Contacts such as these have been released bi-monthly in the form of our Education and Placement Newsletter. By March, 1971, a filing system with detailed cross references will hold all of the contacts project-wide, and then, to other interested parties. The agencies will be well cross referenced and indexed, by service, area, and contact person, thus improving on many other directories of its kind.

A striking aspect of the three programs described above is their indigenous nature. Little or no sharing of experiences among therapeutic centers takes place. The strengths of one program are rarely made known to the others. If this situation prevails in an urban area, with close proximity of the Houses, one must wonder about interrelationships among centers in suburban and rural areas.

JOB PLACEMENT

The Phase II report of the pilot project recommended that "...drug commissions establish job placement offices as part of their reentry programs. The job placement officer should work closely with those in the educational program (professionals and ex-addicts)." (Page 81)

The drug commission employed a job coordinator to carry out placement functions. Her responsibilities included employment contacts, preemployment interviews with residents and other ex-addicts in the Commission's care, liaison with professional and nonprofessional staff members, and job followup activities. She was to secure full and part-time job opportunities for both short- and long-term purposes. All of the Drug Commission's treatment modalities were to be included.

A study covering 5 months (August-December 1970) of employment statistics of ex-addicts in the various modalities revealed the following:

Number of applicants interviewed	=	66
Placed in jobs (8 twice)	= 34	
Secured positions on own or through other services	= 12	
Awaiting employment	= 5	
Not placeable or not placed		
Not drug free (referred to out-patient groups)	= 5	
Did not return after original interview	= 4	
Ill	= 3	
Returned to school full-time	= 2	
Court conviction expected	= 1	
TOTAL		66

The 66 were referred to the employment counselor from:

Topic House	=	21
Halfway House	=	11
Outpatient groups	=	14
Community Groups	=	3
Methadone Centers	=	8
Intake Unit	=	3
Staff Members	=	6
TOTAL		66

The 34 applicants who were placed by the employment counselor showed the following disposition:

Full-time employment		=	29
Part-time employment		=	6
Applicant refused job after placement			
Hours conflicted with school	= 1		
Refused to cut hair	= 3		
Accepted another job	= 3		7
Total Placement		=	42
Less: Applicants placed twice		=	8
TOTAL		=	34

The positions to which the 29 were assigned consisted of unskilled, semiskilled, office, and sales areas, with the majority classified as laborers.

Of the 29 who were employed full-time, seven (24%) were still working at their original jobs on June 30; 18 (62%) had left their original jobs; and four (14%) had been fired.

The 18 who had left their positions did so for a variety of reasons. Table 54 shows their status as of June 30. The data suggest a situation not unlike that of a "straight" population. The fact that 12 of the 18 had secured new jobs is an indication of continuity of purpose. Also of note is the low recidivism rate (6%), one of the 18

having reverted to drugs.

TABLE 54

JUNE 30, 1971 STATUS OF 18 EX-DRUG ADDICTS WHO HAD LEFT THEIR ORIGINAL JOBS

REASON FOR LEAVING JOB	NUMBER	NEW JOB	UNEMPLOYED
Took new job	9	8	1
Transportation problems	3	1	2
Illness	1	1	-
Wage dissatisfaction	1	1	-
Disliked the job	3	1	2
Reverted to drugs	1	-	1
	18	12	6

Table 55 contains June 30, 1971, data of the four who were dismissed from their jobs. The "poor attendance" factor may be related to the unemployment status of the three who were fired for that reason.

TABLE 55

JUNE 30, 1971 STATUS OF FOUR EX-DRUG ADDICTS WHO HAD BEEN FIRED FROM THEIR JOBS

REASON FOR FIRING	NUMBER	NEW JOB	UNEMPLOYED
Argument with customer	1	1	-
Poor attendance	3	-	3
	4	1	3

Table 56 shows the June 1971, status of the 66 applicants who had been interviewed. The high rate of those working (57%) is an encouraging sign. In fact, this rate becomes significantly higher (75%) when we consider only those who were judged employable (38 out of 51).

TABLE 56

JUNE 30, 1971 STATUS OF 66 EX-DRUG ADDICTS WHO HAD BEEN INTERVIEWED FOR JOBS

STATUS	NUMBER	PER CENT
Working in original or second job	38	57
Originally employed - not working now	13	20
Not considered employable	15	23
	66	100

A comparison of work experience of the 34 ex-addicts who had been placed by the job counselor, based upon involvement/non-involvement in the educational program, is shown in table 57. Thirty-eight percent of the involved group was still working, while the comparable figure for the uninvolved group was 28 percent. A larger proportion of people who had not been involved in the educational program had been fired from their jobs (12% compared to 6%). The same proportion in both groups (50%) had quit their jobs.

Table 58 contains the reasons why those in the group of 34 had quit or had been fired from their jobs. The wide

variety of causes rules out a major reason for firing or quitting. The data indicate individual, rather than group, experiences.

TABLE 57

COMPARISON OF WORK STATUS OF 34 EX-ADDICTS--THOSE INVOLVED IN THE EDUCATIONAL PROGRAM COMPARED WITH THOSE NOT INVOLVED IN THE EDUCATIONAL PROGRAM--JUNE 30, 1971

STATUS	NUMBER	% OF INVOLVED GROUP	% OF TOTAL GROUP	NUMBER	% OF UN-INVOLVED GROUP	% OF TOTAL GROUP
Still working	6	38	18	5	28	14
Quit job	8	50	24	9	50	26
Fired from job	2	12	6	4	22	12
TOTAL	16	100	48*	18	100	52*

*Total = 100%

The employment counselor made the following comments about the program:

1. For the ex-addicts, the opportunity to make new friends is considered as important as financial remuneration.
2. The average time spent in an original position before leaving or being dismissed from it was three weeks. At that point, the residents appeared to have more definite ideas about the work they desired.
3. If possible, employment should be tied to related college or other educational studies--

TABLE 58

REASONS FOR JOB FIRING AND QUITTING AMONG 34 EX-ADDICTS--
THOSE INVOLVED IN THE EDUCATIONAL PROGRAM AND THOSE NOT INVOLVED

REASONS	NUMBER INVOLVED	NUMBER NOT INVOLVED
Reason for Quitting Job:		
Split	2	1
Work too difficult	2	2
Didn't like work	3	2
Other:		
Accident--unable to work	1	
Felt discrimination against ex-addicts		1
Poor transportation		1
Allergy		1
Inadequate salary		1
TOTAL	8	9
Reason for Firing:		
Fight with customer	1	
Poor work performance	1	
Poor attendance		3
Refused to secure union card		1
TOTAL	2	4

at the same time. The relevance of work-school experience, especially where vocational areas are concerned, bolsters the ex-addict's self-confidence.

Appendix F contains the employment information form used by the counselor for initial interviewing. It is updated from time to time. Appendix G is the employment referral form used by the various treatment modality personnel for transmittal to the employment counselor. Appendix H is the job summary record maintained by the counselor.

CAREER DAY

The residents' need for vocational information was apparent to staff members. At their request, the investigators developed a Career Day program which was designed to explore occupational opportunities within specific industries. Contacts were made with several firms and a planning luncheon with their representatives was held at Topic House. Physical facilities, program format, and the therapeutic concept were discussed. Staff members answered the many questions raised by the guests.

The following career areas were involved:

1. Advertising

Occupational titles and areas:

Account contact--sales and service
Advertiser
Commercial artist
Copywriter
Manager

Media specialist
Broadcasting--Business aspect
Radio and T.V. time salesmen
Radio and Television production

2. Auto Service Station

Occupational titles:

Customer salesman
Dealer
Manager
Mechanic
Shift Leader

3. Government Service (Nassau County)

Occupational titles and areas:

Accountant
Addressograph machine operator
Ambulance driver
Clerk
Clerk-typist
Cook
Electrician
Key-punch operator
Laborer
Public Works
Attendant
Laborer
Park Personnel
Stenographer

4. Retailing

Occupational titles:

Assistant buyer
Assistant department manager
Assistant store manager
Buyer
Cashier
Credit clerk
Department manager
Division manager
Marker
Receiving clerk
Refund adjuster
Sales person
Stock boy
Telephone operator

Ticket marker
Wrapper

Three hours were devoted to the program, which was arranged as follows:

1 p.m. - 2 p.m. -- presentations by each of the representatives to the entire group (64 residents). The talks included job descriptions, beginning salaries and benefits, required training, promotional opportunities, and business practices. A question-and-answer period followed, permitting residents to raise items of interest.

2 p.m. - 4 p.m. -- the representatives were available at separate locations for small group and individual discussions. Residents moved from group to group as their interests dictated. Items raised included acceptance by business and industry of ex-drug addicts for employment, job information in the representatives' firms or agencies, opportunities for vocational training, interrelationships among employees, employer-employee dynamics, opportunities for advancement, and levels of job skills.

Reaction to the program by the residents was enthusiastic. In fact, most of them were reluctant to end the discussions. Requests were made to have several of the speakers return. It would appear that the intimacy of the format and the interest of the speakers generated excitement among the residents.

Very positive reactions to the program were registered by the speakers. They were impressed by the residents'

behavior and questions. Their favorable attitudes toward the therapeutic program were reflected in their willingness to return for additional sessions.

Future programs are being planned in the areas of utilities (telephone, electric and gas companies), insurance, banking, and manufacturing. In fact, Career Days will become part of the educational and training programs of the Houses.

EMPLOYER AWARENESS PROGRAM

The Phase II report of the pilot project also recommended that "a public relations program should be developed to acquaint prospective employers with the vocational potential of trained ex-drug addicts. The program should attempt to:

a. break down employer resistance to hiring ex-addicts;

b. gauge the possible job market for ex-addicts;

c. bring employers into the educational program as advisors and teachers;

d. encourage businessmen to contribute their resources to a vocational and educational program conducted for ex-addicts." (Page 81)

To implement the program, the investigators planned an Employer Awareness Conference for the Commission which was held at Nassau Community College. Of 1600 Nassau County business and industrial firms invited, 64 attended. In addition, participants included representatives from the Office of Vocational Rehabilitation, the National Alliance of Businessmen, the Nassau County Department of Labor, and the New York State Employment Service.

The agenda included:

a. the importance of jobs for rehabilitated addicts

b. the purposes and programs of the Drug Commission's treatment modalities

c. the extent of governmental agency vocational services

d. the formation of a Businessmen's Advisory Council to the Commission.

Fourteen of the firms represented agreed to participate in the Council, as well as the Nassau County Department of Labor. At its first meeting, the Council decided to invite ex-addicts from the various treatment groups to join it. The feeling was that Council members needed to understand the attitudes and characteristics of rehabilitating(ed) addicts.

The deliberations of the Council, extending over five meetings and including frank exchanges with the ex-addicts, resulted in plans for an employment action meeting. To be invited were employers recommended by Council members, participants at the earlier Employer Awareness Conference, and representatives from such organizations as Kiwanis and Rotary. The purposes of the meeting were:

a. to solicit jobs for rehabilitated addicts within the Commission's care

b. to develop a job action format

c. to enlarge the Council.

The agenda items consisted of:

a. Why rehabilitated addicts are good employment risks. (Presented by two ex-addicts in therapy.)

b. Why business should employ rehabilitated addicts. (Presented by three Business Advisory Council members.)

c. Job levels required. (Presented by the investigators.)

d. Group discussions for job action. (Business Advisory Council members served as discussion leaders.)

The investigators developed a format for group discussion leaders:

1. Introduce group members.

2. Talk about your reasons for being a member of the Businessmen's Advisory Council.

3. Have the rehabilitated addict in your group discuss job motivations of rehabilitated addicts.

4. Encourage and answer questions.

5. Urge the businessmen to sign pledge cards for jobs. Also urge them to join the Council.

STRESS: a) the reasons why employment of rehabilitated addicts makes good sense

b) the liaison between the Commission and participating employers

c) the possibility of stipends from the Job Development Bureau.

The mailing included a brochure designed by the investigators (appendix I).

The meeting resulted in the addition of six members to the Advisory Council and the offer of 20 jobs to rehabilitated and partially-rehabilitated addicts. Of particular significance were the group sessions, where the "new" businessmen discussed drug therapy and employment with Business Council members, ex-addicts, and staff members. It should be

stressed that the sincere convictions of the Business Council members and the frankness of the ex-addicts were instrumental in achieving the above results.

In order to process the expected influx of jobs, the Commission had appointed two vocational counselors to arrange the new program. With the job coordinator, they were to establish liaison with participating employers, interview and recommend people for jobs, and act as troubleshooters in all related matters. The Commission's willingness to assign vocational counselors to the program stemmed from the employers' insistence that immediate consultation with the Commission be available to them. The need for quick access to records and advice were also stressed.

Inasmuch as the program was arranged at the expiration of the time covered by this report, no data were available regarding job placement and followup.

DRUG AIDE MANAGEMENT PROGRAM

The Phase II report of the pilot project suggested "the implementation of a course in 'Concept Management'.... This course would be designed for those residents who want to make the concept of Topic House (and similar institutions) their life's work. The fundamental objective of such a course would be to help residents improve their personal characteristics to make them more effective as coordinators in drug abuse rehabilitation.... Successful completion of the course could help those preparing for jobs in such institutions as Topic House and in school districts." (Page 79)

At the suggestion of the investigators, the Commission started a program for coordinators and coordinator trainees. The areas to be covered were:

Communications

Organization and Management

Personality Development

Personnel Management

Public Relations

The first area, Personnel Management, covered seven weekly sessions of 1 1/2 hours each. The specific objectives were:

Primary: to apply the principles of effective frontline supervision to the employer-employee aspects of the coordinator's function.

Secondary:

1. to identify coordinators with management.
2. to introduce the idea of business methods (without interfering with the "Concept" program) to the work processes as carried on in the Houses.
3. to inject professional thinking into an otherwise isolated organization.

The methodology employed by the instructor consisted of discussion, case method, and role playing. The tone of the meetings was that of peers discussing mutual problems. Though the coordinators spend a great part of each working day in discussion among themselves, the class sessions provided them with the objectivity and experience of a trained, professional discussion leader. It must be remembered that the

coordinators function in a setting totally removed from influences of other organizations and without the advantages of the competitive comparisons possible in industry.

The coordinators could not always see the similarities between the operations of the Houses and those of industrial organizations. This was due not only to their limited experience, but also to their intense ("blind," is how the instructor characterized it) dedication to the Concept. Objective understanding of the basic principles of the functioning of organization is essential to their development as Concept leaders, and it must be remembered that the Concept is an organizational structure into which the unstructured personality of the addict is introduced for therapeutic reasons. It is essential, therefore, that frequent comparisons be made by the coordinators between their supervisory problems and those of typical frontline supervisors.

Full group participation is common to discussions at the Houses. The Concept establishes patterns of free, open, frank, often brutal exchanges. The added ingredient in these seminars is the guidance supplied by a management-trained leader for the emphasis of organizational principles. The tendency to stray into the therapeutic area must be avoided since the concentration in these sessions is on organizational relationships.

Since homework assignments are frequently forgotten, written work should be completed in class. The following is

an example of such an activity cited by the instructor:

> "After a short explanation of the form and purpose of the job evaluation programs in industry, the group analyzed the coordinator's job, with the instructor serving as secretary and editor.
>
> "Certain coordinators could then successfully complete analyses of jobs they supervise, affording them added insight about the training and supervisory problems of those jobs."

The seminar topics consisted of:

1. Organization and Management

   Definitions and purposes of organization

   Leadership styles

   Personnel management functions

2. Organizational Behavior

   Human relations in the personnel function

   Motivation as related to supervisory techniques and competence

3. Motivation and Morale

   Definitions of motivation and morale

   Group dynamics in work situations

   Personnel programs and policies related to organizational morale

   How to measure morale

4. Communications

   As key to morale

   As an educational activity within an organization

   Structuring a communications system-rules, semantics, feedback

5. Personnel Programing and Policies

Analyzing the need for new policies

Consistency

Time and money budgeting as related to the effectiveness of policy

6. Discipline and Grievance Problems

Discipline as management's complaint against employees

Grievances as employees' complaints against management

Regulations as an expression of mutuality of goals

Methods of identifying employees with management goals in a "Topic House" situation

How industrial practices can suggest new approaches

7. Training

Attitudes, duties, techniques

On-the-job training as the most common type of training in industry (only method at Topic House)

Role and responsibilities of a supervisor in a training program

Supervisor's responsibility as a model

Principles of learning

8. Job description and merit rating

Job analysis as fundamental to work processes

Diagraming organizational relationships among jobs

Difficulty of analyzing supervisory jobs

How merit rating improves supervisory techniques

Merit rating as a basis for counseling

9. Interviewing

Preparation for an interview

Directive and nondirective techniques

Familiarity with emotional words, ethnic influences

Nonverbal gestures

Evaluation of interviews

10. Summary

(The instructor had planned this session as a general review through the production of a coordinator's personnel manual or handbook. Unfortunately, circumstances prevented the session from being held and the manual was not developed. The investigators expect that this will be accomplished during the coming year.)

The second phase of the drug aide management program dealt with public relations. The purpose of this area was to acquaint the coordinators with the significance of harmonious relationships with the community. In addition, the five sessions were designed to introduce the coordinators to the requirements of effective public relations programs.

The seminar topics consisted of:

1. What is public relations?

Unwise and improper uses of public relations

Public relations as communications

2. Public Relations Communications

Internal and external communications

The communications process

Informal

Formal

3. Public Relations Communications Media

Printed

Oral

Audiovisual

4. Programs of communications with the public

Meaning of public opinion

Attitudes in opinion formation

Group influences on individual opinions

Propaganda

5. Community relations

Benefits

Setting objectives

Planning a community relations program

Public speaking engagements

Open houses

Tours

Opinion-leader meetings

Visits to community institutions

Exhibits and displays

Community promotion and improvement

Special events

Evaluating a public relations program

The instructor's reactions to and during the seminars were:

1. The teachers should have extensive orientation with all segments of the Houses prior to commencement of their seminars.
2. A fairly intensive degree of hostility exists between professionals and nonprofessionals in the Commission's programs.
3. It would appear that the coordinators' lack of formal credentials feeds their insecurity with regard to relations with the seminar instructors.
4. As a rule, the coordinators do not recognize similarities between the House structure and business entities.
5. Though their absences from the seminars appeared legitimate, there were far too many.
6. The coordinators' general view of the seminars appeared to be suspicious, hostile, and cynical.
7. Physical facilities for the seminars require great improvement.
8. The outcome of the seminars were questionable. There may have been some positive influence on individual attitudes.
9. A team teaching approach to the drug aide management program might be advisable.

The coordinators' reactions to and during the seminars were:

1. It is extremely important to have instructors who understand the unique nature of drug therapeutic programs.
2. It is unnecessary for them to do written outside work in connection with the seminars.
3. Seminar attendance should be voluntary.
4. Certificates of achievement should be awarded for completion of the seminars.
5. The group dynamic approach to the seminars was helpful.
6. The seminars should be continued.

For the Personnel Management phase, coordinator attendance was mandatory. This policy was based upon the assumption that all coordinators could profit from the seminars. However, the policy was changed because of the negative attitude toward inservice training by some coordinators. In its stead, a voluntary arrangement was established limiting attendance to 50 percent of the staff. In addition, the volunteers were remunerated for their attendance. The latter policy appears to work much better than the former since acceptance into the program is now considered a positive achievement.

The next phase will cover Communications, oral and written. Ten sessions will be devoted to group speaking techniques, individual speech problems, and the construction of

memoranda, reports, and letters.

ROLLING ADMISSIONS*

Since drug therapeutic communities accept residents almost daily, readiness for college enrollment does not conform to conventional starting dates. Most institutions commence their academic semesters in September and February, with additional entrance opportunities during the summer.

Unfortunately, drug therapeutic residents may be certified by their centers for college enrollment at times other than those listed above. For example, a resident who is approved by his House in October must wait until the following February for entrance. The time lag may erode his motivation, especially when counseling is meager or unavailable.

In order to determine the status of rolling admissions in New York State's 38 community colleges, the investigators surveyed their practices through questionnaires and by telephone. (See appendix J). Twenty-six colleges responded.

Table 59 indicates that most of the colleges did not maintain rolling admissions. Of the three schools that answered affirmatively, two listed special qualifications such as discharge from military service. The institution that

*Pertains to an educational program which enables students to enroll and start classes at frequent intervals during the academic year.

responded affirmatively without qualifications indicated that it accepted all qualified applicants.

TABLE 59

EXTENT OF ROLLING ADMISSIONS POLICY AT 24 NEW YORK STATE COMMUNITY COLLEGES

ROLLING ADMISSIONS POLICY	NUMBER
Yes	1
Yes -- with qualifications	2
No	23
TOTAL	26

The colleges surveyed felt that many problems would be created by rolling admissions. Among them were:

1. havoc with limited facilities
2. adjustments in registrars' procedures
3. additional faculty and related costs
4. need for departure from conventional instruction formats
5. recordkeeping
6. need for additional counseling
7. need for tutorial assistance
8. cost of individualizing instruction with present teaching methods
9. assumption by students of missed work
10. possibility of violation of collective bargaining contracts--especially area concerning maximum teaching load;

11. burden on computer center

12. qualified part-time faculty not readily available

13. difficult to secure faculty support

14. present admissions rigidity would have to be overcome

The colleges felt that the following advantages might accrue from a rolling admissions program:

1. easier to serve veterans and other mature students

2. greater program flexibility for brighter students as well as for slower ones

3. opportunity to fill "vacant slots caused by academic casualties"

Additional items mentioned by the institutions were:

1. the increasing potential of independent study within the State University program

2. pressures caused by the open admissions program in New York City

3. responsibility of continuing education departments for various populations

Optimism about rolling admissions was articulated by five of the colleges. However, to the best of the investigators' knowledge, the issue has not been discussed seriously for a definitive State University policy. It would appear, at least for the foreseeable future, that special groups such as drug-addicts-in-rehabilitation will continue to enroll in 2-year colleges in New York State at conventional starting times. Counselors dealing with these populations should investigate the possibilities of independent study programs.

In any event, inquiries should be made at the various institutions to determine policies and available services.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion: A total of 260 residents were studied in the project (Phases I, II, and III). The data indicated a much lower split rate among the educationally-involved residents.

Recommendation: Drug agencies should consider training programs (academic and vocational) as staples in the therapeutic structure. Though caution is called for regarding claims to eventual success through education, there is little doubt that educational involvement exerts a holding power on residents.

2. Conclusion: The fall 1971 enrollment at Nassau Community College indicated that the continuation pattern was considerably higher for those involved in Phase I (33%), compared to those involved in Phase II (12%). The data further indicated that 15 percent from Phase I returned after having skipped one or more semesters. It would appear that continuation patterns for this population might not be the usual order of school attendance and that missing a semester is not indicative of discontinuance.

Recommendation: Phase I and II reports emphasized the longitudinal nature of the project. Followups of the various groups are necessary before more definitive observations can be made.

3. Conclusions: The summer 1971 performances of Topic/Halfway House residents at Nassau Community College were by far the best for any of the semesters involved. Since summer sessions are one-third the length of normal-year sessions, residents may find the shortened time span less burdensome. The summer 1971 experience is in line with the general feeling among drug addiction workers that immediate gratification need is a common characteristic of addicts and ex-addicts.

Recommendations: Greater attention should be paid by drug commissions and training agencies to short-term collegiate and noncollegiate programs for rehabilitated drug addicts as well as for those in therapy.

4. Conclusion: The educational needs and aspirations of the suburban and urban groups were fairly similar.

Recommendation: A. Therapeutic centers in different areas can learn from each others' educational models. Sharing of information and experiences should become a regular procedure among drug agencies.

B. Central or regional information exchange centers could make model vocational, educational, and other programs available. Methods for teaching and training could be exchanged so that more ex-addicts will leave therapeutic centers with employable skills.

5. Conclusion: The followups of the groups involved in this project indicate that those involved in the educational program show more positive results in the areas of work, education, recidivism, and incarceration than do those who were not involved.

Recommendation: Drug centers should conduct many-faceted educational programs for ex-addicts in therapy. The programs should be structured to meet the needs of the ex-addicts and should have supportive counseling facilities.

6. Conclusion: The involved groups were more satisfied with and had more wholesome attitudes toward their jobs than did the uninvolved groups. They were also earning more money, for both full- and part-time employment. These findings may indicate that education acts as a catalyst toward job satisfaction and achievement.

Recommendation: Followups of these and future groups should be made to determine the persistence and consistency of education or training as a positive job factor.

7. Conclusion: Those involved in the college program expressed the need for additional collegiate training. Their involvement may have motivated them toward this desire.

Recommendation: Collegiate enrollment should be made available to residents for exploratory as well as for conventional experiences. Classroom attendance should be used as a means of defining and evaluating one's direction.

8. Conclusion: Since those not involved in the educational program expressed a compelling need for vocational training, it would seem that more of them would have been involved had the training been more easily available. (The time required for offpremises vocational programs is prohibitive for many in residential therapeutic centers.)

Recommendation: Onpremises vocational training should be offered to residents, at least in areas which do not require costly, heavy equipment. Arrangements for adequate time slots should be made.

9. Conclusion: As indicated by the number of reentry and split ex-addicts who are continuing schooling, it can be stated that drug addiction is no barrier to educational progress for those who sever ties with the therapeutic center.

Recommendation: Despite this conclusion, the investigators suggest that adequate counseling be made available to reentry ex-addicts on a continuing basis.

10. Conclusion: The data indicated that more drug coordinators came from the group involved with some phase of the educational program than from its counterpart. Perhaps the initial holding power of education allowed for this goal choice.

Recommendation: A. Drug centers should concentrate more of their nonprofessional recruitment efforts on their educationally involved groups. Educationally minded staff members can exert great influence on residents regarding aspirations and achievements.

B. A followup study should be made of those who became drug coordinators to determine the longevity of their choice.

11. Conclusion: Profile data for the seven educational groups (at Nassau Community College) in this study showed similar profile data. Their characteristics are similar to the total residential therapeutic population at Topic and Halfway Houses. It would appear that those attending college are not a distinct group within the therapeutic community.

Recommendation: Earlier exposure to vocational guidance and counseling might increase the numbers who become involved in vocational or college training.

12. Conclusion: Unfortunately, too few outpatients were involved in the program to draw meaningful conclusions about them.

Recommendation: An investigation should be made of the appropriateness of special courses or seminars for outpatients; e.g., Small Business Management. Such an approach would at least minimize cost.

13. Conclusion: The limitation of funds for the educational training of outpatients is a serious impediment to their preparation or continuation for more meaningful vocational activities. The lack of personal funds was found in the urban centers as well as in the suburban ones.

Recommendation: Drug agencies should appropriate educational funds for ex-addicts in their care when

these funds are not available from other sources. It would be a mistake to expect outpatients to involve themselves in vocational training programs without support, financial and advisory, from drug centers.

14. Conclusion: As indicated by the Phase III profile data, younger groups can be expected to possess fewer high school diplomas. This situation places a special burden on drug therapeutic centers regarding High School Equivalency programs.

Recommendation: The ages of drug center populations should be watched carefully and regularly for clues as to educational program direction. Therapeutic centers must combine their educational programs with the therapeutic structure to minimize conflict.

15. Conclusion: Ex-addicts who attended noncolleteiate institutions completed their training and have satisfactory jobs.

Recommendation: Therapeutic centers should broaden the educational opportunities for their residents beyond collegiate programs. As stated in the Phase II report (page 78), "modifications should be made.....to assure the widening of training opportunities so that a comprehensive vocational program may be available to residents at all levels of education."

16. Conclusion: Where progress has been made in educational programs at drug centers, a determined counselor (or counselors) has been the driving force. Until the

counselor came on the scene, little had been done. Furthermore, without the support and cooperation of House staff members, the counselor would be limited. Where the residents experienced conflict between House duties and time for educational programs, the programs suffered.

Recommendation: Drug commissions should appoint interested, capable counselors to work on educational programs with residents. These counselors must have the support and cooperation of House staff members.

17. Conclusion: The expanding GED programs at some drug centers are influenced by the development of collegiate opportunities for their residents.

Recommendation: Educational programs at drug centers should be viewed as continuums. GED achievement should not be considered a terminal goal, but rather a step toward the exploitation of one's potential.

18. Conclusion: The Topic/Halfway House Career Day was a productive activity. It was informative and inspirational, especially for those with meager vocational backgrounds.

Recommendation: Career Day activities should be expanded and conducted on a regular basis. They should serve as vehicles for vocational exploration.

19. Conclusion: The Employer Awareness Program acted as a link between the drug commission and the business community. It demonstrated great potential as a source of jobs and as a public relations outlet to businessmen.

Recommendation: A regularly assigned person appointed by the commission should coordinate the Employer Awareness Program. This person should be highly professional and should be able to work with commission personnel (ex-addict and professional) and businessmen.

20. Conclusion: The Topic/Halfway House In-House Program had a positive effect on residents, counselors, coordinators, and teachers.

Recommendation: The basic In-House Program should be continued, but additional activities should be explored.

21. Conclusion: The Drug Aide Management Seminars, or inservice program, were regarded as a burden by the coordinators. For most, the possibilities for professional and personal growth were not apparent.

Recommendation: A. The Commission should evaluate different types of inservice programs for upgrading staff. Perhaps a certificate program would stimulate the nonprofessional staff and help develop positive attitudes toward their own training and development.

B. The Nassau County Drug Abuse Commission should establish a formal "growth" program for the coordinators' intellectual, professional, and emotional development.

C. The investigation of 1-year college certificate programs should be made to train people in drug aide management. This could be a combined effort of the Commission, college, and State Education Department.

22. Conclusion: The Nassau Drug Commission job counselor, acting as a job recruiter and as an employment counselor, succeeded in placing a good number of ex-addicts.

Recommendation: Drug agencies should employ job counselors who can:

1. Relate to ex-addicts in a positive fashion.
2. Convince employers that ex-addicts are good employment risks.
3. Work well with In-House staff members.

23. Conclusion: Rolling admissions programs are lacking at 2-year colleges in New York State. Though some deans see their potential, cost factors preclude serious discussion about the issue.

Recommendation: State University of New York should sponsor a discussion of rolling admissions as a viable program for 2-year colleges. Input should be solicited from drug agency personnel. If successful, this could serve as a model for other groups: handicapped, socially deprived, servicemen, ex-convicts, etc..

24. Conclusion: There were too few residents involved in the college Independent Study Program (Urban Center #4) to draw conclusions about its effect.

Recommendation: A. The progress of those in the program should be watched for grade achievement, persistence, and tutorial needs. Where rolling admissions are not available and where classroom attendance is not feasible, Independent Study may be an additional medium for the aca-

demic and vocational training of ex-addicts.

B. Colleges, training agencies, and drug therapeutic centers should plan cooperatively for the integration of independent study with conventional curriculums. This dovetailing of efforts could make it possible for ex-addicts in therapy to establish a study continuum. Such a program could be a model for other handicapped groups such as prisoners, hospitalized veterans, and other confined people.

Phase II of this project was conducted at a time when drug usage was on the increase across the land. The military, as well as the civilian, sector of government was coming under increasing pressure to solve the drug problem. A solution appeared as distant as ever.

This project has demonstrated some promise for those whose drug affliction has been treated. It has suggested a model for preparing residents of therapeutic centers for reentry to straight society; hopefully, it has encouraged others to design educational formats for academic and vocational programs.

No individual and no institution in this country is immune to the scourge of drug addiction. It is obligatory on all of us to support reasonable efforts toward its elimination.

APPENDIXES

APPENDIX A

HALFWAY HOUSE

"Thirty-nine new residents were admitted directly to this facility thru December of 1970. Although this unit was originally envisaged both as an 'evaluation unit' and as a halfway house for residents in reentry, neither of these plans proved practical. However, the relatively small group and good physical location provided the opportunity for a specially selected small group of ex-addict and professional staff to evolve a community which could focus more on adaptive behavior and provide positive reinforcement for behavioral change in addition to the reward and punishment system of the more traditional community. New approaches were introduced. Groups began to focus on immediate problem solving in addition to exploring individual need and there was less emphasis on the expression of hostility and negative feeling. An elected Resident's Alliance has been working constructively and creatively together to develop a democratic environment. Family therapy sessions have been begun during the third month of treatment with parents and other relevant relatives becoming actively involved in the treatment process.

"The educational and vocational program which exists at Topic House has been extended to the Uniondale facility, and full use is being made of the opportunities available. Because of the evolution of a more supportive structure at the Uniondale facility, the advantage of the small group, and early family involvement, this unit has been considered most appropriate for the younger, adolescent addict. Mean age in this facility has dropped to 18 years and we feel that with some moderate staff enlargement and the introduction of a more intensive recreation and high school level, individualized educational program, we have an ideal basis for an adolescent (14 thru 17 year) age group. We are already beginning to make the changes necessary to convert this facility to that purpose."

APPENDIX B

NASSAU COMMUNITY COLLEGE GRADING SYSTEM

Percentage Equivalent	Grade	Quality of Achievement	Honor Points
90-100%	A	Excellent	4
85-89	B+		3.5
80-84	B	Very Good	3
75-79	C+		2.5
70-74	C	Average	2
65-69	D+		1.5
60-64	D	Minimum Passing	1
	F	Failure	0
	WF	Withdrawn Failure	0
	INC	Incomplete (Automatic F if work not completed within four weeks after the beginning of new semester).	0
	NP	Withdrawn - No Penalty	-
	WP	Withdrawn - Passing	-
	NG	No Grade - Audit	-
	S	Satisfactory	-
	U	Unsatisfactory	-